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A Vacation at Home

ELIZABETH McALLISTER BRAY, *San Francisco*

SAN FRANCISCO has so much of "beauty that is old and beauty that is new," of old lovely places to revisit and new interests to find that eight weeks of leisure here may be a great delight.

These are some of the natural wonders to be seen again and again: the sunset over the Golden Gate; the San Francisco skyline against a fog-shrouded sky; the view on a clear night from the Berkeley hills, of the many lights and the rolling hills and the stars and a full moon; a trip in the ferries across to Sausalito at dawn, with the sky breaking slowly into light, with the seagulls flying, and the fog drifting in great sweeping spiral swirls.

And there are these many other things so distinctively San Franciscan: little shops in the Latin Quarter; foreign restaurants that are good and not so good; the winding road or the rocky climb to the top of Telegraph Hill, with the famous view from there; the glorious panorama from Twin Peaks; and countless else.

Early mornings the walk from the foot of Van Ness Avenue along the bay to Fisherman's Wharf as the fishing boats start for the sea is a stirring one. As each little boat dashes forward, its owner stands facing toward the open sea and the spray is thrown sideward and backward.

Those who tell us of "the good old days" say that Fisherman's Wharf is not what once it was when each boat, instead of being motor-driven, carried sails. That must have been lovely—at dawn to see them as with sails set they slowly streamed out through the Golden Gate and at sunset billowed back again.

But these sturdy rapid little modern boats are thrilling too. The men who bring us fresh fish from the sea each morning and each night must be indeed energetic and courageous.

A Sunday Walk

One Sunday as we walked along the beach we found, for the first time, Fort Point. This old abandoned fort stands at the farthest point of the Golden Gate on the San Francisco side—the latch, as it were, where the gate swings to.

Close to the water a stone wall with a wide walk has been built. When the tide is high the water dashes to and the spray over the walk. A few yards out in the water, we are told, the depth is hundreds of feet.

There at low tide we may walk near the waters of San Francisco Bay and turning at the

point continue our walk along the Pacific Ocean. Behind us are the heavy brick walls of the fort with iron-barred windows and silent towers, and across the Gate at such a short distance are the summer brown hills of Sausalito.

Chinatown always has a fascination: silks, embroideries, old cloisoinnes and enamels, color, foreign voices, foreign customs, foreign odors. In a little shop may be a soft-voiced quietly courteous proprietor, who will show you his lovely wares and, if he likes you, make you a special price.

A Mongolian Community

Have you been invited to any of the private clubs in Chinatown—places that are real museums of priceless embroideries, antique rugs, old procelains, age-softened cloisoinnes and in which the descendants of certain noble Chinese families may meet and chat and smoke?

Another day we went to Russian Hill where, just above the crowded apartment-house district, are still gardens and trees and flowers. In the days of 1906 after the fire, when so much below was desolate, many have said that, as they looked up to Russian Hill and saw the green trees and the little houses there and the apple tree which because of the heat had prematurely bloomed into snow-white loveliness, they felt hope and faith and courage again.

Hiking in Marin County is pleasant. There is one walk that is particularly enchanting. Somewhere in the hills above Ross a little stream wanders down through the hills. It is the rockiest stream imaginable. To follow it the hiker must clamber around or up and over big boulders. In the summer-time, as the water finds its way around and down the rocks, it tinkles musically. Sometimes, far back in the hills, there are miniature canyons. At one place was the roundest bluest mountain pool—at least five feet in depth and, the day we saw it, as blue as the waters of the Blue Grotto of Capri. The birds sing pleasantly there, and the insects hum, and there are the quiet hills about, and willow trees, and cowbells in the distance.

These are some of the things that a vacation in San Francisco can give. Need we envy those "who sail forbidden seas or visit far Cathay?" Some day we must do those things, too; but, meantime, no place can have so much that is varied and picturesque as has our grey windy city by the sea.



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Sunrise in the Sierras

IANTHA A. COOKE

Washington School, San Leandro

ITURN to the East as the Incas of old,
To see heaven's glories at sunrise unfold;
My soul bows before Thee in homage and prayer
As Thy beauty and mystery are revealed to us there.

O Beauty Immaculate! O Mystery Divine!
O "Hills of the Blest", this effulgence is thine!
These walls are of jasper, these pathways of gold,

These gates veiled in amethyst, fold upon fold!

A City Celestial I see building there,
Its domes and its minarets entrancingly fair,
Its fanes and its altars, as heathen of old
Who turned to the East as daylight unrolled.

The mists of the morning as incense arise
To greet their god as of old, as he mounts to the skies;

And tho all this glory grows dim on my sight,
I know it will greet me with each day's dawning light;

Should death close my eyes, still this beauty will be

Enshrined in my spirit through eternity.

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SIERRA EDUCATIONAL NEWS

Official Publication of California Teachers Association
155 Sansome Street, San Francisco

JOSEPH MARR GWINN.....*President*
ROY W. CLOUD.....*State Executive Secretary*

VAUGHAN MACCAUGHEY, *Editor*

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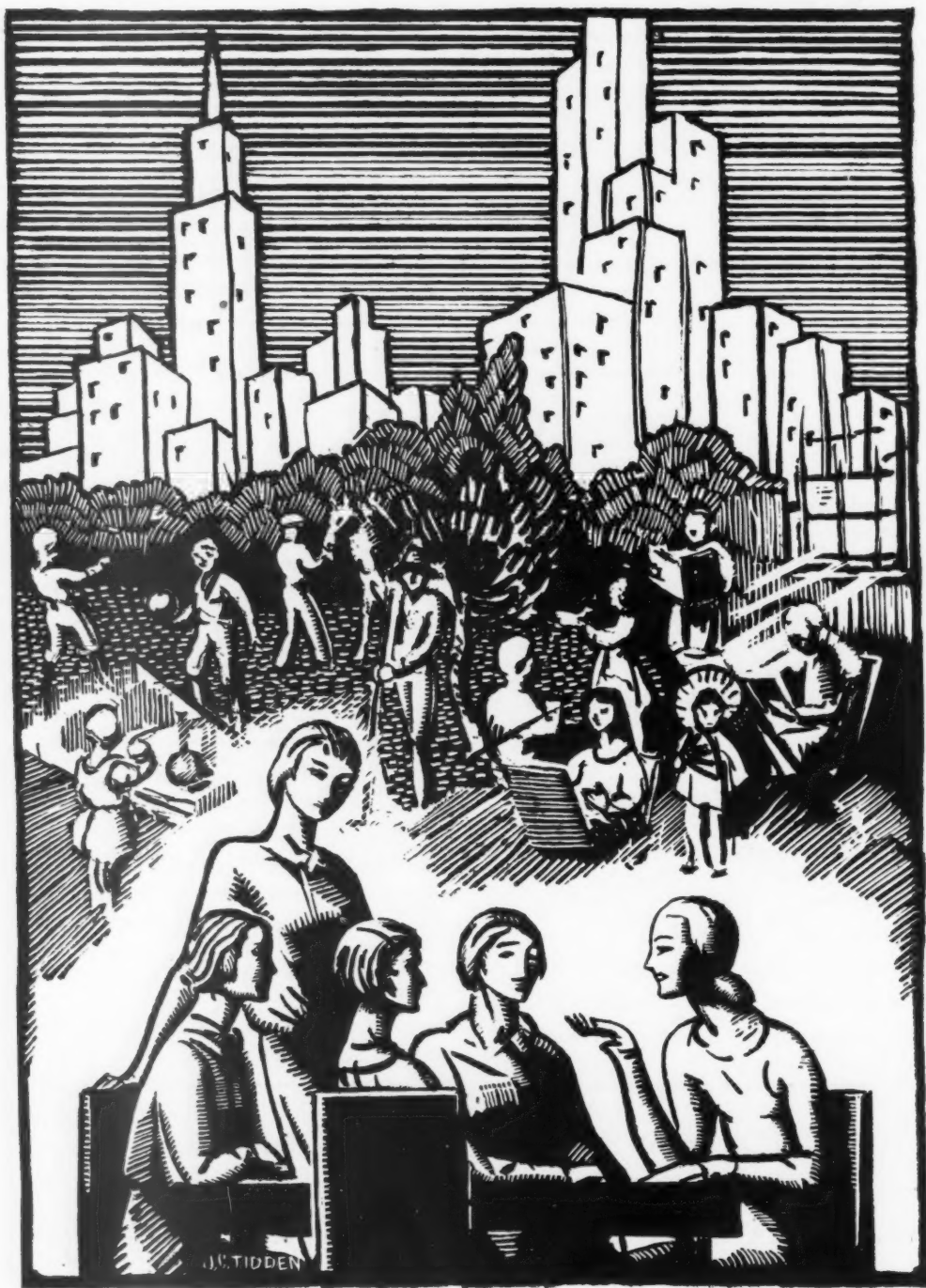
Placement Service for C. T. A. Members

F. L. THURSTON

EARL C. GRIDLEY

CALIFORNIA TEACHERS ASSOCIATION maintains a placement service for members of the Association and for school boards, superintendents, and other employing officers who are seeking qualified teachers. Earl G. Gridley is manager of the Berkeley office, 2163 Center Street; phone THornwall 5600.

Placement Bureau of the C. T. A. Southern Section is under the direction of F. L. Thurston. Teachers interested in Southern California placement should register in the Los Angeles offices—307 California Reserve Building, Fourth and Spring Streets; phone TRinity 1558.



The Spirit of the Modern School

A drawing by John Clark Tidden, reproduced by courtesy of "The Platoon School", Alice Barrows, editor. Teachers in a modern school come to an understanding of the whole child through sharing with each other their knowledge of him in many different activities.

SIERRA EDUCATIONAL NEWS

OCTOBER

1930



Volume XXVI

Number Eight

26 Propositions

ROY W. CLOUD

VOTERS of California will be confronted with 26 propositions for their consideration at the November election. Five of these are placed on the ballot through initiative petition; 16 through Senate Constitutional Amendments and 5 by Assembly Constitutional Amendments. There are several to which the teachers of the state should give particular attention. These are numbered on the ballot as follows:

No. 1. Veterans Welfare Bond Act, should carry. This continues the State program of farm and home purchase aid to World War veterans.

No. 2 authorizes the use of a portion of the state taxes on insurance companies for the support of firemen's relief and pension funds. Teachers of the state should be sympathetic toward any retirement funds.

No. 3 gives the legislature power to fix the salaries of the state elective officers, except the Governor and Lieutenant-Governor. Should this amendment pass the salary of the State Superintendent of Public Instruction could be fixed by the legislature in an amount which would provide an adequate salary for our chief educational officer.

No. 5 authorizes a salary retirement plan for state employees. We favor this amendment.

Two other amendments which may be themselves worthy, are tax-exemption measures. Unless a new form of taxation is provided, tax-exemption proposals should be viewed with a great deal of thoughtful study.

No. 8 would exempt from taxation the property and income of any hospital or sanitarium not organized or conducted for private profit.

No. 15 provides for the exemption from tax-

ation of the Huntington Library and Art Gallery, near Pasadena.

Another proposal which should merit our support is:

No. 23 provides for election of 120 delegates, one from each assembly and one from each senatorial district of the state. Said delegates will frame a new constitution which will be submitted for adoption or rejection at a special election to be called by the governor. Teachers should support this proposition. The present constitution is filled with many provisions which are more in the nature of legislative enactment than constitutional provisions. A new constitution should remedy this defect.

* * *

State Committee on Tenure

CALIFORNIA Council of Education Committee on Teacher Tenure, the corresponding committee of the Southern Section of the California Teachers Association, and interested teachers, met in joint committee meeting at the Hotel Alexandria Saturday, August 30, 1930, at 9:30 a. m. The State Committee members present were as follows:

R. W. Everett, Chairman, Sacramento
Pansy Jewett Abbott, Redwood City
Anna Davis Clark, Los Angeles
Beulah B. Coward, Pasadena
John A. Cranston, Santa Ana
Helen H. S. Greene, Covina
Thaddeus H. Rhodes, San Francisco
Claude W. Sandifur, Los Angeles
K. L. Stockton, Huntington Park

Among others present were:

C. A. Langworthy, Pasadena
Mrs. Georgia Parsons, Los Angeles
Mrs. Irene M. G. Hirschler, San Pedro
Robert A. Thompson, Los Angeles

Mary L. Clark, South Pasadena
 C. L. Shackelford, Los Angeles
 Ramond Hutching, Santa Barbara
 E. H. Staffelbach, San Jose
 Mrs. Eugenia West Jones, Los Angeles
 F. A. Henderson, Burbank
 Oliver P. Palstine, Long Beach
 Gladys Evelyn Morehead, Los Angeles
 Ira C. Landis, Riverside
 Charles Carrigan, Alhambra
 A. R. Clifton, Monrovia
 Franklin C. Hemphill, Compton
 F. L. Thurston, Los Angeles
 Roy W. Cloud, San Francisco

Mr. Everett presided and called for suggestions and opinions from those present. The discussions took the entire morning.

On re-assembling at 1:15, Mr. Everett asked that all discussion should cover motions in order that the proposals could be completed during the afternoon. A letter from the Board of Directors was read, after which the committee agreed to submit to the Legislative Committee the following as modifications of the present Tenure Bill:

First, the probationary period shall be uniformly three years.

Second, the Tenure Law shall apply to all teachers, irrespective of the size of district in which they teach.

Third, teachers in schools coming under rural supervision shall not be given a permanent rating unless such rating shall have the approval of the County Superintendent of Schools.

Fourth, probationary teachers may be dismissed as at present, except as hereafter noted in last paragraph.

Fifth, permanent teachers to be dismissed for causes other than immorality, shall be given written notice by the Board of Trustees. Such dismissal shall be at the close of the school year only. Said notice shall be effective thirty days from the serving thereof unless within that time the teacher makes written demand on the Board of Trustees for a public hearing. The written notice from the Board of Trustees must state the charges forming the basis for the board's action.

Should the teacher not ask for a hearing before the board, her dismissal shall become effective upon the completion of the term. Should the teacher ask for said hearing, the method of procedure of the said hearing shall be of a semi-judicial nature, conforming to strict rules of procedure wherein the teacher may be represented by another teacher or by counsel. Witnesses may be subpoenaed and their attendance compelled at the hearing.

The board must furnish a competent stenographer to take down all testimony presented. The board may also designate someone, either

a member or not a member of the board, to act as chairman during the hearing. All witnesses shall be required to testify under oath and after such a hearing the employee may be dismissed upon proof of the charges covering one or more of the causes of dismissal, on affirmative vote of a majority of the members of the board actually present during the entire hearing. Dismissal shall be effective at the close of the term. Decision must be given within ten days after the conclusion of the trial.

Being a professional and educational matter, all appeals, to determine whether on the facts presented at the hearing, the Board had sufficient ground or reason for dismissal, must be taken to and decided by the State Superintendent of Public Instruction. His decision in reviewing the case on appeal shall be based on what is disclosed by the transcript of the evidence presented at the hearing before the Board and written by the reporter for the purpose. No briefs nor argument, nor appearance by counsel shall be permitted before the State Superintendent.

The decision of the State Superintendent of Public Instruction shall be subject to appeal on the question as to whether the Board of Education and the State Superintendent of Public Instruction had followed the procedure as provided by law, said employee or Board having the right to appeal to the Superior Court of the County in which the case arose.

In cases of immorality the Board of Trustees shall give written notice to such employee that he is to be dismissed. Said employee shall thereupon have 30 days in which to demand a hearing before the Board of Trustees. The record of the action of the Board of Trustees, should the verdict be dismissal, must be entered upon the official notes of the board and a copy of the action of the Board of Trustees mailed to the County Board of Education with the request that the credential of the employee in question be suspended or revoked.

In the interest and fairness to all concerned there should be a limit of time in which the dismissed employee may appeal from the decision of the Board of Trustees or from that of the State Superintendent of Public Instruction. The committee recommended that the new law specify that appeal must be taken within thirty days from the rendering of the decision.

A large percentage of the desirable teaching positions are filled each year before the first of June. There is a measure of unfairness if a teacher is informed as late as the tenth of June

(Continued on Page 64)

California Teachers Association

Board of Directors

Meeting of August 16, 1930, at San Francisco

THE Board of Directors, California Teachers Association, met at the state headquarters, 155 Sansome Street, at 10 a. m. The following members were present:

Joseph Marr Gwinn, president; George C. Bush, Ed I. Cook, Roy Good, Clarence W. Edwards, Mrs. Eugenia West Jones and Paul E. Stewart.

Absent: Robert L. Bird, David E. Martin.

The minutes of the meeting of June 7, 1930, were approved.

The **membership** report for the year ending July 31, 1930, which showed a total of 36,507, or a gain of 1935 members over the year 1929, was presented. A report, showing the membership in the different sections, was also given.

The **placement** report of the California Teachers Association was read. The Board expressed pleasure at the splendid work accomplished by this division of the Association.

The placement report of the Southern Section, California Teachers Association, was also presented. The Board expressed its satisfaction at the excellent showing of the Southern office.

The combined reports show that 1071 teachers and administrators have been placed in various sections of California through the activities of the C. T. A.

The **advertising** report (which was for the present month only) was received. The Board expressed its approval of the work of the advertising manager, R. W. Spangler.

These reports were received, approved, and ordered placed on file.

All phases of tenure were then discussed and a teacher tenure ballot, which showed the following facts, was read:

C. T. A. Tenure Ballot

	Yes	No
1. Do you favor the present Tenure Law?	449	1579
For small districts		
a. Tenure for districts of 5 teachers	180	216
b. Tenure for districts of 8 teachers	934	193
c. Tenure for districts of 20 teachers	177	169

d. Do you favor Tenure after satisfactory probation? For a period of more than one year	508	127
e. After 3 years	417	88
f. After 4 years	92	122
g. After 5 years	176	126
2. Do you favor the tenure of administrative officers as such?.....	1327	706
3. Should principals be elected for four year terms?	596	1402
4. In case of dismissal should an appeal to State Superintendent be allowed?	654	1554
5. Do you favor arbitrary retirement on the part of the board?.....	1102	1157

In the Southern Section a different form of ballot was distributed. The tabulation of this Southern Section ballot is as follows:

Southern Section Tenure Ballot

a. That jurisdiction in the matter of Tenure rest in the local board of trustees with the right of appeal to the State Superintendent of Public Instruction.

Yes.....4181 No.....3245

b. That the right of a teacher to ask for a hearing before the local board, when notified of intention to dismiss, must be exercised within thirty days of the date of notification.

Yes.....6547 No.....1000

c. That all districts recognize three years as a probationary period.

Yes.....5430 No.....2130

d. That teachers in all school districts, irrespective of size, retained beyond the probationary period be classified as having indefinite tenure.

Yes.....4542 No.....1812
or

e. That teachers retained beyond the probationary period be classified as having indefinite tenure excepting in those districts employing fewer than eight teachers where those engaged for the fourth year shall be elected for a period of four years.

Yes.....3134 No.....2492

The Board decided to recommend to the Tenure Committee that **one of three lines of procedure** should be followed.

First, that the present law should be continued, **or**

Second, that the law of 1924 be re-enacted with a possible inclusion therein of teachers in fewer than eight-teacher schools under an indefinite contract or a four-year contract after a probationary period, **or**

(Continued on Page 52)

George B. Buck

AT the annual meeting of the State Council of Education in April, following the report of the Retirement Committee, it was unanimously decided that the President and Secretary of the Association should employ an actuary to prepare a retirement bill.

Meetings to discuss retirement were held in Los Angeles, San Francisco, and on the train going to Columbus. At these meetings various ideas of retirement were considered. A large percentage of the teachers who attended the meetings expressed the desire to have George B. Buck, consulting actuary of New York, prepare the plans for California.

Believing that it would be for the best interests of the teachers of the state and because of the widespread feeling that Mr. Buck would be able to present a proposal which would be accepted willingly and gladly by the teachers, the C. T. A. Board of Directors, in pursuance with the Council action and the desires of the teachers, authorized the State Executive Secretary to employ Mr. Buck to draw the bill. Also to prepare all of the proposals for a retirement measure to be presented to the legislature.

George B. Buck, the actuary thus engaged, is a consulting actuary who specializes exclusively in the establishment and operation of sound retirement systems.

Mr. Buck was the actuary employed by the commission which re-organized and established on a sound actuarial basis the New York City Teachers Retirement Fund. This fund was the first one in the country to place both the members' contributions and the government's contributions on a reserve basis. The system was established in 1917 and now has over 30,000 active members.

Prepared Pennsylvania Plan

Mr. Buck was employed by the Pennsylvania State Teachers Association to draft the bill and to perform the necessary actuarial work incident to creating the Pennsylvania Teachers Retirement Plan, which was the first state teachers retirement plan to be established on a full reserve basis. The system has over 69,000 members today and is one of the leading state retirement systems in the country.

Mr. Buck was employed by the State Teachers Association of New York, where he performed the technical work incident to the re-organization on a sound actuarial basis of that

system. This system has over 37,000 members and is proving successful in its operation.

The New Jersey State Pension Commission, created by the legislature of the state, employed Mr. Buck to perform the technical work and assist in the establishment of the New Jersey Teachers Pension and Annuity Fund, which replaces the fund previously operated on an unsatisfactory basis. This fund has over 24,000 active members.

The Maryland State Teachers Retirement System was sponsored by the Maryland State Teachers Association with Mr. Buck employed as its actuary. The technical work was done by his office and the system is now operating with approximately 4800 members.

Work in Hawaii

The territorial government of the Hawaiian Islands employed Mr. Buck to go to Hawaii to re-organize and establish a sound territorial-wide retirement system covering all the teachers in the islands. His office performed the technical work for this system, which now covers approximately 2400 teachers.

The new retirement system for the State of Ohio was drafted by the State Teachers Association of Ohio, which association employed Mr. Buck to make the calculations used by the association in presenting and obtaining the approval of that measure. This system covers over 35,000 teachers.

Teachers in the City of Boston, Providence, Baltimore, Duluth, and certain other cities are now covered by sound retirement plans for which Mr. Buck did the actuarial work prior to their establishment, so that he has had considerable experience in the work incident to organizing and establishing sound teachers retirement plans.

For most of the systems mentioned he is the regular consulting actuary who checks the funds periodically to see that they continue in a state of solvency.

In addition to work for teachers retirement plans, Mr. Buck has had experience in providing retirement plans for general employees of states and municipalities and for the Federal Government. He is Chairman of the Board of Actuaries for the Federal Government Retirement System, which covers over 320,000 people and among his clients he has five different retirement funds, with members employed in the State of California.

A Retirement Plan

A Proposed Plan for Retirement

THE following plan, based on suggestions made by the C. T. A. State Committee on Retirement, has been prepared by Mr. Buck for consideration of the teachers.

Mr. Buck does not claim any authorship for this plan, but has made it to conform with the ideas which were adopted at the last meeting of the Council.

THE benefit and contribution provisions of the proposed plan as interpreted in making the calculations are summarized below:

BENEFITS

Service Benefit

Conditions for Allowance. A service retirement allowance is payable upon the request of any member who has attained age 58. Retirement is compulsory at the end of the school year next following the attainment of age 70.

Amount of Allowance. The service retirement allowance consists of:

(a) The annuity provided by the member's contributions under the new fund accumulated with interest at 4 per cent per annum, plus

(b) A regular pension, dependent upon the age of the member at retirement fixed according to the following scale:

Age at Retirement	Pension
58	\$430
59	465
60	500
61	535
62	570
63 and over	600

provided, that in no case shall the pension exceed \$18 multiplied by the number of years of credited service at retirement for those who had less than 28 years of service at age 58.

(c) If in the case of members retiring with prior service credit, the annuity figured in accordance with paragraph (a) added to the pension as provided in paragraph (b) produces a total retirement allowance less than the minimum fixed according to the following scale, an additional pension shall be payable sufficient to make the total allowance equal to the following:

Age at Retirement	Total Allowance
58	\$540
59	593
60	645
61	697
62	750
63	802
64	855
65 and over	900

provided, that in no case shall an additional pension be provided under this paragraph in

order to produce a total retirement allowance in excess of \$24 per year of service for those who had less than 28 years of service at age 58.

Disability Benefit

Condition for Allowance. A disability retirement allowance is payable to a member totally and permanently incapacitated for duty before becoming eligible for service retirement who has had 10 or more years of service in the state.

Amount of Allowance. The disability allowance consists of:

(a) An annuity provided by the member's contributions in the new fund accumulated with interest at 4 per cent per annum, plus

(b) A pension of \$420 per annum, but not in excess of the regular pension to which the member would have been entitled had he remained to retire on a service retirement allowance at age 58.

Return of Contributions

The contributions made by the member under the new fund with interest are returned to the member upon separation from service without a retirement allowance, or to his estate or designated beneficiary upon the death of a member before retirement.

Option on Retirement

Payment on the death of a retired member may be provided for by option. Employees upon retirement may elect to receive the actuarial equivalent of their **annuities** in any one of the following forms:

1. Total amount payable in monthly installments throughout the life, all payments ending at death.

2. Option I—Reduced payments during life, with a provision that in the case of death before payments of the annuity have equalled the amount of the member's contributions with interest at the date of retirement, the balance shall be paid to the beneficiary or estate.

3. Option II—Reduced payments covering two lives, with a provision that at the death of a member the reduced annuity, or one-half of such annuity shall be continued throughout the life of such other person as the member shall have designated at the time of his retirement.

Benefits to Teachers Now Receiving Benefits from the State Fund

Benefits to teachers retired before the establishment of the new system started will be continued at their existing rates and paid from the new fund.

Assets of the State Fund. The assets of the existing state fund will be transferred to the new fund.

(Continued on Page 50)

Shall California Establish a State Public School Equalization Fund?

DR. FLETCHER HARPER SWIFT

Professor of Education, University of California

(Editor's Note: Dr. Swift is widely recognized as the leading authority in this country on the subject of School Finance.)

HERE is nothing unique about the situation which California is facing today. Differences in wealth, school revenues, school tax rates and consequently differences in the quality of educational opportunities, similar to those which exist among the school districts and counties of California, are to be found to a greater or lesser degree in nearly every state in the Union.

There are, however, at the present time in the United States, only 14 states, of which California is one, which do not provide a plan of support that takes into consideration the differences in the financial ability of the local communities.

Everyone of the remaining 34 states now provides some state fund from which grants are paid to local communities according to some scheme which endeavors to take into consideration differences in ability to finance schools.

Such funds are commonly called equalization funds. They must be distinguished carefully from state funds created chiefly to stimulate local effort or to provide general relief. These latter funds are distributed by methods which provide the same amount of state aid per child, per teacher, or per school, regardless of the wealth of the local community.

As long as state funds are distributed by plans which grant the same amount per child or per teacher unit to all communities throughout the state, regardless of differences in wealth, so long will many rich communities receive far more aid than they need to enable them to provide satisfactory school facilities, while at the same time the poorer communities of the state, although levying tax rates many times as heavy, will find it impossible to provide even the most meager educational offering.

The following 14 states have not as yet created state equalization funds: Arizona, California, Delaware, Idaho, Iowa, Kentucky, Louisiana, North Dakota, Oregon, South Dakota, Utah, Virginia, Washington, and Wyoming. Of these 14, Delaware has adopted for the major portion of her state a system of complete state support, and consequently needs no equalization fund.

Arizona and Idaho provide county equalization funds, composed in part of moneys derived from state grants.

The Kentucky legislature of 1930 has before it a bill to create an equalization fund of \$1,500,000, and the 1930 legislature of Utah has passed a joint resolution providing for submitting to the people of the state the question of creating a state equalization fund of approximately \$750,000.

Excluding these five states from the list, we see that it is very possible that within a year California will be not one of 14 but one of nine states failing to provide an equalization fund. Not only does every one of our remaining 34 states provide an equalization fund, but both Ohio and Texas provide county as well as state equalization funds.

In five states, Connecticut, Maine, Mississippi, New Hampshire, and New Jersey, the amount of equalization aid to be granted to local communities is left to the discretion of state authorities. In 25 states, however, the amount to be granted to any local community is such an amount as shall be required to cover the deficit in an approved local budget.

To put the matter somewhat more simply, in these 25 states the state sets up certain standards of expenditure which it regards as representing the legitimate school costs of any community. If these costs cannot be met from a local tax of a fixed rate together with the local community's share of the income of the permanent school fund, state appropriations, and from all other available state and local funds, the state pays the deficit from the state equalization fund.

A study made of the equalization funds of 14 states in the year 1925-26 showed that in these states no less than from 88 per cent to 12 per cent of all state school moneys were devoted to equalization grants. The results of this study are presented in Table 1.

Table 1. Per cent of total state aid devoted to equalization grants by 14 states, 1926-26.*

State	Per cent	State	Per cent
South Carolina.....	88.3	New York	21.0
North Carolina.....	78.0	Connecticut	19.2

*The median percentage of total state aid among these 14 states is 21.5 per cent.

Ohio	75.0	Colorado	18.0
New Hampshire.....	54.0	Oklahoma	17.0
Mississippi	33.0	Georgia	16.0
Indiana	30.0	Alabama	13.2
Missouri	22.0	Maryland	12.0

Sources of Equalization Funds

In 15 states the equalization funds are provided by setting aside a portion of some other state school fund. Thus Colorado provides that whatever proportion of the income of the permanent public school fund shall be needed to meet the claims of her equalization fund (minimum salary fund) shall be so used.

Massachusetts and Rhode Island, also, use the income of their permanent school funds for this purpose. Florida, Indiana, Maine, Nevada, New Mexico, Texas, and Vermont set aside as equalization funds a portion of other state school funds derived chiefly from the proceeds of state general property taxes.

In six states the equalization fund is derived from the proceeds of state taxes on which such funds have a direct legal claim. These six states, the title of their respective funds, and the types of taxes from which such funds are derived, are shown in Table 2.

after careful study, have adopted equalization fund plans, but by the tendency within these states to extend their respective plans.

Many examples might be given. Perhaps the most interesting is that of New York. In 1925 New York created an equalization fund in accordance with a plan drawn up by Professor Paul Mort of Columbia University. The act of that year excluded from equalization grants all rural schools and all elementary schools which did not provide academic secondary instruction.

Two reasons for these limitations were given by those responsible for the New York plan. First, that the excluded districts were sufficiently provided for by other state grants; second, that extending equalization grants to inadequately organized districts would tend to retard consolidation.

It is especially significant that after four years experience with this policy of limited equalization New York in 1929 passed a law whereby the equalization fund plan was made to include all classes of schools and all types of districts.

This extension was provided for by two acts. One of these extended the plan already in force to all schools except one-teacher rural schools.

Table 2. Equalization Funds Derived From Taxes on Which Funds Have a Direct Legal Claim

State	Title of Fund	Types of state taxes	Proportion of proceeds to which fund is entitled
Arkansas	Equalization fund	Cigar and cigarette stamp tax	Proceeds in excess of \$750,000
Georgia	Equalization fund	Sales tax of one-half of 1 per cent on each gallon of gasoline and kerosene	Entire proceeds
Maryland	Equalization fund	State general property tax of rate sufficient to meet counties' valid claims	Entire proceeds
Montana	Equalization fund	Oil license tax	25 per cent
		Inheritance tax	50 per cent
		Tax on metal mines	50 per cent
New Jersey	Emergency fund	General property tax	A portion of the 10 per cent of the proceeds retained by the state.
Oklahoma	Special common school fund	Limited severance tax	Two-thirds of proceeds not to exceed \$1,500,000.

Conclusion

A study of the policies of school support of our various states would show that no movement has been more marked during the past 15 years than the creation of equalization funds.

This statement can be supported not only by the steadily increasing number of states which,

The second act created a separate equalization fund for such one-teacher rural schools.

The educational conditions now existing in California leave no room for doubting the necessity of adopting one of two plans: either a plan of complete state support such as that now in force in Delaware, or an equalization fund plan.

California's present plan of state aid, although undoubtedly one of the best plans in existence at the time it was originally adopted, is today, it must be confessed, unfair, ineffective, and totally unworthy of a state whose citizens are undoubtedly among the most intelligent

and progressive of any state in the Union.

We are unquestionably maintaining one of the best as well as one of the most costly state systems of schools in the Union, but our present policies of support must be classed as antiquated, irritating, unscientific, and unjust.

California Public School Finances

DR. ELMER H. STAFFELBACH

Director of Research, California Teachers Association

The Need for Equalization

UNDER the present legal arrangement the support of public education in California falls upon three political units, namely, the state, the county, and the local district. The obligations of the state and county in this respect are more or less definitely fixed. That of the local district, though limited as to the tax-burden involved, is not fixed as to amount.

State and County Obligations

The state is required to transfer annually from the general state fund¹ to the state school fund \$30 for every child in average daily attendance in the elementary schools during the previous year, and a like amount from the general state fund to the state high school fund for every child in average daily attendance in the high schools of the state during the preceding year.

The county² is required to levy a county elementary school tax sufficient to provide an amount not less than the county will receive

from the state school fund for the elementary schools³ of the county.

The county is also required to levy a county high school tax sufficient to provide an amount not less than twice the amount the high school districts of the county will receive from the state high school fund.

The Local District's Obligation

The local district pays the entire cost of kindergarten education and all the costs of elementary and high school education over and above those covered by state and county contributions. The local board of trustees of an elementary district is limited to a maximum tax for maintenance of 30 cents on each \$100 of assessed valuation.

A higher tax than this (for maintenance) may be levied only by a vote of the electors of the district⁴. For building purposes the board may levy 15 cents⁵ on each \$100 of assessed valuation. The people, at a special election, may vote an additional special building tax up to 70 cents.

High school boards are limited to a total maximum of 75 cents⁶ for maintenance and building purposes. The total bonded indebtedness of any elementary or high school district may not exceed 5 per cent of the assessed valuation of the property in the district.

How the Present System Works

The working of the present system cannot, perhaps, be better shown than by a statement of the net receipts of the districts of the state. Table I, which follows, gives such a statement:

4. In the year 1927-1928, 61.9 per cent of the elementary districts of the state levied special taxes for maintenance, and 37.8 per cent levied special taxes for building purposes.

5. Attorney General's Opinions 7089 and 7089a.

6. Attorney General's Opinion 7095.

1. The general state fund is derived from many sources, the chief of which are from taxes on gross incomes of public service corporations, taxes on business corporations, banks, insurance companies, and inheritance taxes.

2. County and district money is raised almost entirely by property taxes; i.e., taxes on the "non-operative" property.

3. Money for the support of elementary districts, whether from state or county, is apportioned by the county to the districts very largely on the basis of "teachers allowed"; i.e., one "teacher allowed" for every 35 pupils or fraction thereof in average daily attendance during the preceding year. Money for the support of high schools is distributed directly to the high school districts by both state and county largely on the basis of average daily attendance.

Table I. Distribution of the net receipts of school districts by sources⁷, 1927-1928.

Kind of District	From the State ⁷	From the Counties ⁷	From the Districts ⁷
Kindergarten (8)			\$4,224,661
Elementary	\$17,910,865	\$21,864,611	29,786,618
High School....	5,618,015	12,204,866	41,073,651
Percentage of total of			
\$132,674,287	17.7%	25.7%	56.6%

The figures of Table I reveal the fact that the financial obligation involved in supporting kindergarten, elementary, and high school education falls far more heavily upon the local district than upon either the state or the county. The district bears more than one-half the entire burden; more than twice as much as the county, and more than three times the amount borne by the state.

The State as a Whole Has Ample Ability

This paper deals with comparative burdens and comparative abilities among the districts, counties, and the state. However, it may be well to consider whether the people of the state as a whole have the financial ability to support adequately the educational program they have undertaken and now have under way.

A brief study of this question will reveal that, as a whole, the people of California have ample ability to support and carry through, not only the present educational program, but almost any program, however vast it may be, that the vision and spirit of forward-looking progressivism may lead them to aspire to. The following table, which gives the total estimated private expenditures for certain commodities, will make this evident:

7. This analysis is derived from Tables 41, 130, and 221 of the Biennial Report of the State Superintendent of Public Instruction for the year 1928. (The latest published.) The analysis includes only receipts from definite state, county, and district sources for the given year. A prior-year balance of \$34,159,425, a federal contribution of \$399,602, and a miscellaneous sum (largely from district sources) are not included.

8. The kindergarten is legally a part of the elementary school district under which it is organized, but depends for its support entirely upon the local district. Local district boards may levy up to 15 cents on each \$100 of assessed valuation for the support of the kindergarten.

Table II. Estimated⁹ expenditures of California people for certain commodities during the year 1926.

Life insurance	\$ 120,441,600
Passenger automobiles	616,158,856
Certain luxuries:	
Tobacco	\$126,896,288
Soft drinks, ice cream, candy, chewing gum	109,651,584
Theaters, movies, and similar amusements	64,169,536
Jewelry, cosmetics, perfumes	49,054,656
Sporting goods, toys, etc.	29,611,424
Total for the five kinds of luxuries	
	\$ 379,383,488

Total for the seven types of commodities\$1,115,983,944

Total cost of public education from the kindergarten through the university, during the year 1926-1927..\$ 151,217,259

The figures of Table II show that the people of California spend approximately two and one-half times as much for the five types of luxuries as they spend for education from the kindergarten through the university, and for passenger automobiles almost five times as much.

We spend about 82 per cent as much for tobacco as for education of all kinds, and 90.5 per cent as much as for kindergarten, elementary, and high school education combined¹⁰.

It is not the purpose of the writer to criticize expenditures of the kinds listed in Table II. Such commodities, some of them, at least, legitimately belong to our standard of living, and are not evidences of wastefulness, but rather of better living.

However, considering the obvious fact that

9. These estimates are taken from Research Volume VII, No. 1, of the National Education Association, "Can States Afford to Educate Their Children?" published January, 1929.

The figures given are based principally upon figures of the U. S. Treasury Department. The estimated California expenditure for each item was arrived at on the basis of the percentage of the national totals of the following items found in this state: value of the tangible wealth, average annual current income, theater taxes, taxes on jewelry. The figures of the table are to be considered only as approximations.

10. The combined cost of kindergarten, elementary, and high school education for the year 1926-1927 was \$140,246,984. See the Statistical Summaries of the California State Department of Education Biennial Report, 1928.

these expenditures are voluntary expenditures, and made at the dictation of individual judgment in the light of knowledge of individual ability, they speak eloquently of the aggregate ability of the people of the state to provide adequately for public education; for education, from a social as well as from an individual viewpoint, is a necessary and vital part of our standard of living.

The People of the State in the Aggregate Pay Relatively Little

Let us return briefly to the figures of Table I. In the aggregate the people of California as a whole pay only about 17.7 per cent of the total cost of kindergarten, elementary, and high school education. The rest of the burden falls upon limited groups of individuals within the larger group. The people of the 58 counties pay about 25.7 per cent, and the 3000 still smaller groups within the local districts provide for the payment of 56.6 per cent of the above costs.

In the following paragraphs let us study the comparative abilities of these small groups, turning first to the counties.

Varying Abilities Among the Counties

Counties, like individuals, vary widely in their economic abilities, as the following tables will show. Yet the present laws lay upon the counties certain financial obligations with respect to school support which must be met, regardless of the differing abilities of the several counties to support them.

Table III. True wealth¹¹ per elementary school child in average daily attendance in California counties. Figures for the year 1927-1928.

True Wealth per Child in A. D. A. in the County¹²

Highest county	\$85,505
Median county	20,962
Lowest county	10,766

On the average, the counties have about \$21,000 of true wealth per elementary school child in average daily attendance. One county has as much as \$85,505—more than four times the average—while another had approximately one-half the average, or about one-eighth as much true wealth per child as the highest county.

In order to discharge the obligations laid upon

11. True wealth estimates are based upon ratios provided by the State Board of Equalization.

12. These figures are derived from Table 183 of the California State Department of Education Biennial Report, 1928.

Table IV. Tax rate necessary to levy on true wealth to raise \$30 per A. D. A. in the elementary schools, and \$60 per child in A. D. A. in the high school. Figures for the year 1927-1928.

Tax rate necessary to levy on true wealth to meet the legal requirements set by the State for the support of elementary and high schools¹³

Highest County Rate.....	54 cents on each \$100 of true wealth.
Median County Rate.....	26 cents on each \$100 of true wealth.
Lowest County Rate.....	12 cents on each \$100 of true wealth.

it by the present laws, one county had to raise only 12 cents for every \$100 of actual wealth it possessed, while another county had to assume a burden four and one-half times as heavy.

Varying Abilities of Local Districts Within the Counties

Like the counties themselves, and to an even greater extent, the individual districts of the various counties differ widely in their economic abilities to support public education. Examples from two counties, as set forth in Tables V and VI will make this evident.

Table V. True wealth per child in average daily attendance in the elementary school districts of two California counties.

Counties	True wealth per elementary school child in A. D. A.
San Mateo	
Highest district	\$ 93,789
Median district	16,434
Lowest district	6,297

Mendocino

Highest district	\$232,500
Median district	22,920
Lowest district	70

Within the single county of San Mateo we find local districts varying in true wealth per elementary school child from \$6,297 to \$93,789. The richest district in San Mateo County is 15 times as able to provide for its children as is the poorest district in this respect.

In Mendocino County one district has as much as \$232,500 of true wealth per child in average daily attendance, while another has as

13. These figures are derived from Tables 116 and 203 of the State Department of Education Biennial Report, 1928.

little as \$70. The median in this county runs a little higher than in San Mateo—\$22,920.

True Wealth per Teacher

As a measure of district ability to support schools, wealth per teacher is better than wealth per child. This is true for the reason that school costs depend more directly upon the number of teachers employed than upon the number of pupils attending.

In populous districts the results will be about the same; but in many rural districts, schools must be supported for small numbers of children, and thus the costs of maintaining a school for six or seven children run approximately as high as the costs of maintaining a school for 30 or 35 children.

Table VI below gives the amount of true wealth per "teacher allowed"¹⁴ in the districts of San Mateo and Mendocino counties:

Table VI. True wealth¹⁵ per "teacher allowed" in the elementary districts of two California counties.

Counties	True wealth ¹⁵ per "teacher allowed"
San Mateo¹⁶	
Highest district	\$2,701,095
Median district	470,010
Lowest district	163,800
Mendocino¹⁷	
Highest	1,352,700
Median district	319,060
Lowest district	1,250

For every 35 pupils (or fraction thereof) one district in San Mateo County has \$2,701,095—nearly six times that of the median district, and more than sixteen and one-half times that of the least fortunate district.

In Mendocino County the differences are even greater. There the most fortunate district has approximately one-half as much true wealth

per teacher as the most fortunate district in San Mateo County. However, this amount (\$1,352,700) is more than four times the median district of Mendocino County, and more than one thousand times as great as the true wealth per teacher in the poorest district.

San Mateo and Mendocino Counties Are Not Exceptional Cases

The two counties included in this study are not special cases selected because of the extremes they afford in these respects. They are used because of the availability of the figures involved. Almost any other two counties in the state would afford as striking inequalities in economic ability as do these two. And district disparities over the state as a whole would doubtless be still greater.

Educational Results of Such Inequalities

It is obvious that, without some state and county aid, the poorer districts would be able to provide almost no education for their children. The present amount of state and county aid enables them, by assuming in many cases inordinate tax-burdens, to support schools which are often inadequate, and which, in comparison with those more easily afforded by wealthier districts are poor indeed.

Children in wealthy districts are receiving the best education that money can buy at little cost-burden to their parents. Children in poor districts are receiving their education from the skinny hand of poverty. To permit such conditions to exist is to travesty democracy. It reminds one: "For unto everyone that hath shall be given, and he shall have abundance; but from him that hath not shall be taken away even that which he hath." Which, though Scriptural, is hardly righteous, and certainly not consistent either with our democratic pretensions or our ideals of equality.

Historical Background of the Present System

PUBLIC education in California, as in many other states, grew up around the district system, with the local districts largely controlling and supporting their own schools. Gradually the state has drawn to itself, and to some extent delegated to the counties, a large measure of control over the districts. At the same time the laws have occasionally been revised to require financial contributions from the state and counties in order to smooth out to some extent existing inequalities among the districts.

Thus a program of equalization has, rightly enough, occupied the minds of our legislators.

14. In apportioning money to elementary districts the state "allows" one teacher for each 35 children or fraction thereof in average daily attendance.

15. "True wealth" is obtained by dividing the assessed valuation of the district by the ratio set for the county by the State Board of Equalization.

16. The figures for San Mateo County are derived from data obtained from the office of the County Superintendent of Schools of San Mateo County.

17. The figures for Mendocino County are taken from a study of that county by Mr. Roy Good in preparation of a master's thesis, Stanford University.

But uppermost in the minds of those most concerned with this perplexing problem has been the desire, not to **equalize economic burdens**, but to **equalize educational opportunities** among the children of the state. Whatever smoothing of economic burden that has taken place has been merely incidental to the attempts made to equalize educational opportunities. And in every case the revision of the laws was a makeshift, lacking thorough-going respect to the fundamental principles involved, and resulting in only partial equalization of both kinds.

Thus we have behind us a history of equalization that has failed to equalize.

It is time for the people of California to recognize the fact that equality of educational opportunity can be brought to the children of the state only through a program of support which will place the economic burden squarely where it belongs—upon the people of the state as a whole

—without excessively loading the people of any of the lesser administrative units involved. The people of the state as a whole can amply afford to pay; in many instances the people of the counties and districts cannot.

California citizenship cannot be circumscribed by district boundaries or county boundaries. It is a state-wide problem. Any plan of school support which does not inherently provide for a real equalization of economic burden can only fail of achieving the long-sought goal of equality of educational opportunity for the children of the state.

* * *

The California Property Tax

DR. ELMER H. STAFFELBACH
C. T. A. Director of Research

TAXATION is as old as government, for any governmental agency which attempts to carry on activities of any sort finds itself in need of funds, which in turn must be raised by taxation.

In the simplest primitive society this taxation may take the form of payment in "kind"; that is, the people may bring to their chief or ruling agency the products of their hunting, fishing, husbandry, etc.

Even as late as 800 A. D. Charlemagne, king of the Franks, received much of his tax in this form, and had to move his court perforce from place to place in order to consume his levies, this method being easier than to transport the goods to his capital.

Generally, those who had little, paid little;

those who had more paid more. This is a principal that has often been violated through privileges and exemptions granted to individuals and groups of individuals. But in general the principal has held in practice, and been accepted in theory.

"Benefit" Theory versus "Ability-to-Pay" Theory

That this principal is capable of different interpretations is made evident by the fact that it has led to the so-called "Benefit" theory, on the one hand, and to the "ability-to-pay" theory on the other.

The former theory holds that the individual should pay in accordance with the benefits he receives from the governing agency which his payments help to support.

This interpretation rests fundamentally upon the assumption that taxation is a business relationship between the government and the individual, whereby the latter pays for more or less specific benefits which he has a right to expect from the former.

The "ability-to-pay" theory holds that the government is obligated to look after the needs of the whole body of the governed, without necessary respect to individuals specifically; that the welfare of the social body comes first, and deserves first consideration.

Under this latter theory, then, the governing agency collects its levies from individuals according to its needs, and in proportion to the abilities of individuals to pay. The government uses the receipts for the general weal without even attempting to return to specific individuals or groups of individuals "benefits" in proportion to the contributions they have made to the public treasury.

The older of these two theories, the "benefit" theory,¹ is related more or less closely, depending upon the nature of its interpretation, to a social philosophy of classes and privileges, and is not consistent with American democracy.

It was invoked often and loudly against the public school when, during the early and middle part of the last century, that institution was developing in the various States of the Union. "It is unfair," it was said, "to take money out of one man's pocket to educate another man's children."

But the public school developed in spite of all opposition, because the American people were

1. An outstanding example of the application of the "benefit" theory is found in the case of the gasoline tax in California, the proceeds of which are devoted to roads. While there can be no objection to supporting a system of good roads from this source, it is bad socially to support a doctrine which would restrict the use of such revenues to roads only.

convinced of its primary necessity to social welfare, and because, having left a social philosophy of class and privilege behind them, they were convinced of the justice in making wealth, even individual wealth, provide benefits which the whole of society could enjoy.

Since that time, the American people by their actions in a thousand ways have forsaken the benefit theory of taxation, and have swung over to the ability-to-pay theory.

The child in the orphanage, the invalid in the public hospital, the unfortunate in the asylum, may be tax-exempt because of their destitution, although they receive benefits out of all proportion to what many taxpayers receive. Children in school, and in many cases the parents of such children, pay little or no taxes, yet receive large benefits from public taxation nevertheless. Such things must be, and must continue to be, if we are to maintain the status of civilization we have already achieved, or make progress in the generations to follow.

What Constitutes Ability to Pay?

It is relatively easy to state as an American social principal that public money ought to be collected from individuals and institutions who are best able to pay, and that it ought to be spent in such ways as will best meet social needs. But the application of such a theory—or rather the first part of the theory—to a taxing system is, to say the least, not so simple.

A question immediately arises: What constitutes ability to pay?

At an early time in the history of civilization and at the time when the property tax grew into practice, the problem was less difficult to solve. The possession of property, chiefly land and the immediate improvements on the land, was evidence of ability to pay.

In the true sense of the word, the property tax in this earlier time **was not a tax on property but a tax on the individual who owned the property.** He paid his tax to his sovereign or to his liege lord or to his government for the right or privilege of holding his property.

Today, however, the property tax has become in reality an **objective tax on the property itself, regardless of who owns it.** This may seem like splitting hairs for theoretical purposes, but a little examination will make the difference clear.

A man buys a farm, let us say, for \$10,000, and pays down \$2000, giving a mortgage for the balance. Who owns the farm? In all fairness we must admit that the man himself owns one-fifth, and the holder of the mortgage owns four-fifths. But the buyer pays all the taxes, and the holder of the mortgage is, under California law,

tax-exempt. The mortgage, evidence of partial ownership in the land, cannot be taxed. In this sense, the property tax is, as mentioned above, an objective real estate tax.

Earnings, the Only True Measure of Ability to Pay

Mere possession of property is not evidence of relative ability to pay². Professor Adams³ lays down as a fiscal axiom that a government in the use of its taxing authority must not impair its patrimony. Put into other words, the axiom means that the capital wealth of the people must not be taken to support governmental expenditures, but rather that taxes must come out of the earnings of the people and out of the earnings of their capital wealth.

This again may seem like theoretical quibbling. But it is quite otherwise in reality. Suppose you have \$1000 drawing interest at 6 per cent. Your annual income will be \$60 a year. If the state taxes you more than \$60 per year on your \$1000, and if you have no other resources, you must draw upon your original capital in order to pay your taxes.

The next year your earnings will be still less, because of your reduced capital, and if the process is continued your \$1000 will in time have disappeared entirely. Not only will your earnings have been reduced to zero, but the patrimony of the state will have been impaired through the reduction of your tax-paying ability.

The principle holds good, not only in the case of money, but with any form of capital wealth or land. To tax a factory or a farm beyond its earnings will result in its consumption, piecemeal, under the process.

As a matter of fact, the process would not be long delayed, for not only must the individual pay his taxes out of his own and his property's earnings, but he must also meet the other expenses of living. The result under such circumstances may be a gradual reduction of his living standards by the owner or operator in order to maintain the hopeless struggle, then defeat and cessation of production whether of farm or of factory.

With a wide and general continuance of the process Society itself, and the government it

2. "As was pointed out more than 20 years ago in the report of the 1906 Commission, the property tax in California long ago lost its character as a personal tax. California does not tax its citizens according to the value of their possessions. Rather it taxes property objectively, **with little or no regard to the general economic position of the persons who may hold title to it.**" (From the Report of the California Tax Commission, 1929, p. 8.)

3. Adams, H. C.: "The Science of Finance", page 2. Henry Holt and Co. 1912.

supports, become impoverished and decadent, like the often-mentioned young prodigal who not content with living upon the earnings of that which was his dissipated also his patrimony.

This is what is taking place in California in connection with the tax on common property. Large amounts of common property that have little or no income-bearing power are taxed at high rates. As a general thing, non-operative⁴ property generates a low rate of income. Our Tax Commissions repeatedly failed to recognize this important fact.

In comparing rates on operative property with those on non-operative property, they attempt to reduce both forms of property to a valuation basis, their obvious assumption being the same as that of many economists that the ability of property to generate income will be reflected in the valuation of the property itself.

For more reasons than one this assumption leads to tax injustices. First of all, revisions of tax rolls are difficult, and therefore seldom made; whereas the taxes on operative property are adjusted annually and automatically. (Since they are assessed against the incomes from such property.)

Furthermore, the valuation of much common property depends not alone upon its income-bearing power, but upon other factors: the desire for ownership of land, homes, etc. By taxing such property on its valuation the state is penalizing its citizens for their virtues of citizenship.

This method of taxation, if continued, can only further the process, already too far advanced, of driving citizens away from ownership of common property of all kinds, making them a race of renters and apartment dwellers. The era of the landed proprietor, and, worse still, of the proprietary company with an "eye to business profits" will be ushered in with peasant and peon labor living at unspeakable low standards of life, and the rural atmosphere of the state and the nation will have been transformed.

DESPITE the claims of moralists to the contrary, faulty economic policies more often than faulty morals bring peoples and nations to decadence and ruin. It was the stupendous error of every great nation whose departed glories decorate the pages of history, first to destroy their landed yeomanry (small property owners), and then to enter upon their decline.

The American property tax, more than any other single factor, is weakening the hold upon the soil of the sons and daughters of the men

and women who won for us the way to national greatness, by wresting from them an unjust share of the fruits of their labors.

It is driving them cityward, to be supplanted by inferior breeds whose genius is to labor only, not to think, not to live in the American sense of living—a typical peasantry, from whom the soul of the American pioneer must be forever alien and strange.

An Equitable Distribution of Tax Burden Is Necessary

Nothing in the foregoing paragraphs is meant to indicate that the governmental expenditures in California are beyond the means of the people of the state as a whole. Quite on the contrary, as pointed out in a previous article⁵, the people of California in the aggregate have ample ability to pay, out of their earnings not only the costs of the present program they have under way, but those of almost any program, however extensive, they may see fit to undertake in the future.

However, the point to be made here is that aggregate ability is not at present made to support the cost evenly. Aggregate ability, stated in such terms, gives but a very inaccurate measure of the costs of supporting public expenditures by individuals and groups of individuals within the social whole. The primary necessity for the support of public expenditures will always be a sufficient amount of aggregate income; but this alone is not enough.

Second only to this primary need is the proper machinery—the proper taxing system—whereby the sources of aggregate income may be levied upon in such a way or in such ways as to burden no individual beyond his economic ability to support the tax. In other words, the taxing system must be such that the burden will be equitably distributed with respect to ability to pay.

An engineer having determined the tensile strength of a system of cables to support a bridge, distributes the load so that each cable will bear its fair share. Failure to do this would put an inordinate weight upon some of the cables and result in disaster; and the fact that the aggregate strength of the cables might be amply sufficient to sup-

(Continued on Page 64)

4. Such as homes and farms.

5. See the article by the author entitled "California School Finance; The Need of Equalization", Sierra Educational News, October, 1930.

California Teachers and Their Salaries

IN the public schools of California are 37,500 teachers,—6,500 men and 31,000 women. For their work in teaching over a million school children they are paid \$77,000,000 a year. The exact figures (1), with average salaries in the various classes of schools, are as follows:

	Men	Women	Total	Average Salary	Total
Kindergarten					
Supervisors		8	8	\$2,783	\$ 22,264
Teachers	1,182	1,182	1,745		2,062,590
Assistants		187	187	1,222	228,514
Total.....		1,377	1,377		2,313,368
Elementary					
District Superintendents	89	7	96	\$3,583	\$ 343,968
Supervisors:					
District	56	210	266	3,104	825,664
Rural	41	86	127	2,912	369,824
Supervising Principals	214	410	624	3,117	1,945,008
Teaching Principals	441	1,200	1,641	1,910	3,134,310
Regular Teachers	426	18,279	18,705	1,745	32,640,225
Special Teachers	217	786	1,003	1,920	1,925,760
Total.....	1,484	20,978	22,462		41,184,759
Junior High Schools					
Principals	75	15	90	\$3,820	\$ 343,800
Regular Teachers	488	2,120	2,608	2,272	5,925,376
Special Teachers	505	831	1,336	2,360	3,152,960
Total.....	1,068	2,966	4,034		9,422,136
High Schools					
Principals	347	11	358	\$3,910	\$ 1,399,780
Supervisors	18	19	37	3,460	128,020
Regular Teachers	2,026	4,051	6,077	2,422	14,718,494
Special Teachers	1,338	1,575	2,913	2,418	7,043,634
Total.....	3,729	5,656	9,385		23,289,928
Junior Colleges					
Principals (2)	6		6	\$4,584	\$ 27,504
Regular Teachers	137	97	234	2,736	640,224
Special Teachers	29	28	57	2,598	148,086
Total.....	172	125	297		815,814
Administrators					
County Superintendents	31	26	57	\$2,692	\$ 153,444
Deputy and Assistant Superintendents.....	(4)	(4)	131	1,846	241,826
City Superintendents	43 (3)	1	44	5,913	260,172
Deputy and Assistant Superintendents.....	29	16	45	4,392	97,640
Total.....	103	43	277		853,082
GRAND TOTAL.....	6,556	31,145	37,832		77,870,087

(1) These figures from the State Department are about two years earlier (1928) than our circulation report (1930) so, as California is a growing state, about 3000 should be added to bring the above list up-to-date.

(2) Seven principals not counted since they also serve as principals in the high schools.

(3) Includes San Francisco. (4) Men and women not segregated.

The New Education: by Radio

Report on the Institute for Education by Radio, at the N. E. A. Columbus meeting, by PAUL M. PITMAN, Educational Director of Radio Station KPO, representing the C. T. A. and the State Department of Education.

WHILE we in the United States are spending 82 per cent of the income of our National government for War, the government of Mexico is devoting 45 per cent of its budget to Education. This amazing fact was revealed by Enrique Munguia, Jr., during his talk on "Radio Education in Mexico", before the Institute for Education by Radio held June 23-July 3 in Columbus, Ohio.

Mr. Munguia went on to tell of the way in which Mexico is using the radio to build an intelligent loyalty to the government and to raise the cultural level of the common people. Radio receiving sets are purchased by the government, and public "listening stations" are being established in the schoolhouses of small towns and rural communities throughout the country.

This encouraging message from Mexico was only one of the highlights of the first Institute for Education by Radio ever held in the United States. During the ten days of conference, we learned of the progress of radio education in Russia, Germany, Austria, Italy, France, Ireland, England, and Canada.

In Russia, the radio has proved to be a powerful ally in the attempt of the Soviet government to keep the masses indoctrinated with the gospel of Communism.

England, with her British Broadcasting Corporation, a governmental monopoly, is carrying on a varied program of adult education, as well as presenting daily broadcasts for classroom reception. While the English educational system does not make mandatory the reception of these programs in the schools, many schools regularly use them as supplementary material. Richard S. Lambert of the British Broadcasting Corporation not only gave us an authoritative statement regarding the status of radio education in Europe but also addressed a general session of the National Education Association on "The Power of the Radio in the Development of International Understanding and Goodwill."

A fiery little Irishman from Trinity College, Dublin, reported that the tired business man of Dublin has no more desire to be educated than the t. b. m. of San Francisco or Los Angeles. He wants entertainment, and he wants it "hot".

Blocked in many directions by the Versailles Treaty, Germany has energetically turned to the

radio as a means of spreading German kultur. Those who are in touch with radio education in Germany believe it surpasses anything being done in the world today. It really appears that the German conquest of Europe is no madman's fancy but may easily become a reality. Only it will be a conquest of culture, goodwill, and understanding.

Germany also leads the world in the development of educational broadcasting for classroom reception. An interesting feature of these school broadcasts is "The Traveling Microphone". The microphone is taken into factories, railroad yards, mines, offices, governmental assemblies, model schools, shipyards, telephone offices, motion picture studios, and the like. In this way, the student actually hears the noises of the world at work, and a vivid description from the radio teacher stimulates his interest in geography, civics, and history.

The Institute for Education by Radio was called by W. W. Charters, Director of the Bureau of Educational Research of Ohio State University. Armstrong Perry, radio expert of the United States Office of Education, presided throughout the Institute and was remarkably successful in reconciling the apparent differences and misunderstandings between the educators and commercial broadcasters in attendance.

Over 40 universities and colleges were represented including Columbia, Cornell, Chicago, Illinois, Ohio State, Iowa, Pittsburgh, Minnesota, Alabama, Florida, Kentucky, Indiana, Oklahoma, South Dakota, Virginia, Wisconsin, and Dalhousie and Alberta of Canada. In addition to delegates from each of the great chains, the National Broadcasting Company and the Columbia Broadcasting System, 30 individual radio stations were represented. The balance of the registration of some 200 delegates came from such organizations as the American Association for Adult Education, Carnegie Corporation, United States Department of Agriculture, American Library Association, National Advisory Council on Radio Education, National Association of Broadcasters, and National Education Association.

Having been subsidized by the Payne Fund, the Institute will become permanent as an international clearing-house for all matters pertaining to education by radio. During the next

five years, Dr. Charters and his assistants will carry on intensive research in this field. There is no doubt but that the Institute will have a long and increasingly useful life.

At the Institute no "resolutions" were passed and no "findings" will be published. Radio education is so new a thing that there are no rules and fewer certainties. However, I have come back to the job with a renewed faith in the future of radio as a factor in education. I do not believe that the radio will ever supplant the teacher. I am convinced that we have no right to expect the radio to do a curricular job; but as a supplementary medium it will some day be invaluable.

There are five outstanding experiments in educational broadcasting for classroom reception being conducted in the United States today—three in the East and two in the West. In the East there is the American School of the Air, the Ohio School of the Air, and the Damrosch Music Appreciation Hour. These are all notable contributions; but I feel that we in California have a right to be proud of our own adventure in radio education—the Standard School Broadcast and the Pacific Coast School of the Air.

* * *

Preston W. Search, nationally known educator, now living at Carmel, has been appointed as president of the new municipal advisory board at Carmel.

* * *

Health Instruction in Schools

HEALTH of children is recognized today as one of the most important responsibilities of the public school. What the schools are doing for the children in health instruction is therefore a matter of concern both to the public and to educational authorities.

Recently the rapid development of knowledge has tended to make many people take an interest in health instruction. We must make sure, however, that with the new wave of enthusiasm for health teaching due thought is given to the content of the courses, and we must see to it that present-day theories and facts are not still confused with superstitions and erroneous traditions. Health education is likely to be of most worth when it is based on scientific facts.

A study recently issued by the University of California Press, entitled "**A Scientific Basis for Health Instruction in Public Schools**" by Dr. Laura Cairns, considers first, the scientific determination of the proper content for health instruction in schools and, secondly, an examination in the light of the facts thus established of the health instruction given in public schools at the present time.

The material which should be included in health instruction has been determined by the author from an analysis of the leading causes of mortality and morbidity, and of the incidence of minor ailments and physical defects, and from a study of the factors which authorities recognize as influencing these departures from the normal.

Clara M. Love of the Woodrow Wilson Junior High School, Oakland, reports an interesting and valuable school project whereby the children learn and enjoy the reading of good magazines. Miss Love states that she arranges with the librarian to have major use of the library at a given period.

When the class arrives she takes the attendance record, requires each pupil to equip himself with pencil, paper, and report to the library, where he must choose a topic from a magazine and prepare an oral report. His notes must include the name and date of the magazine, and the title of the topic to be reported.

* * *

The New Evolution—Zoogenesis, by Austin H. Clark, of the U. S. National Museum, presents a new view of the evolution of life and of man's relation to the living world. This substantial volume of 310 pages, with many illustrations, published by **The Williams and Wilkins Company** (Baltimore), is of interest to all students of evolution.

**WHEN SEATED AT YOUR STUDIES
DON'T SLUMP DOWN**

like the "PATCHWORK GIRL"





the "SCARECROW"

SIT ERECT, LIKE THE UNIVERSAL GIRL

Sit straight in your chair. Be happy. Live long. Hollow chests come from "slumping." Slumped children are clumsy.

Sit erect in your seat while you study or rest. So your heart and your lungs can work at their best.

Sit straight and in comfort; make erectness a habit.

Don't slouch like the "Scarecrow," nor crouch like a rabbit.

Sit back in your seat, bending straight from the hips.

Keep your shoulders well back and a smile on your lips.

WELL SHAPED SEATS
(Like the UNIVERSAL SEAT)
MAKE ERECT SITTING EASY



A Good Posture Poster

American Seating Company has prepared a posture poster, 17½ inches by 25 inches, in three colors, which is illustrated above.

The object of this poster is to focus attention on correct sitting posture in the school-room—to remind the pupils that when they sit right they will feel right and grow up to be better men and women physically and mentally.

The American Seating Company (14 East Jackson Boulevard, Chicago) is offering it free, in reasonable quantities, to teachers who want to hang it in the classroom.

Castle Life: A Class Project

HILDA M. ERICKSON, 6A Class
Fairview School, Inglewood

THE building of a castle and the writing of a playlet "Castle Life" was but one of the several activities coming under the school's major activity, "The Home and its Relation to the School, Community and the Outside World," in which the 6A Class took part.

Into this particular activity entered the manual, intellectual and emotional phases. And it also brought into play the individual and co-operative side of the subject.

After the class had decided to build a castle from plans drawn by pupils, building material was next discussed, cement was chosen but we

decided it would not be practical to build such a large cement structure in the school room, a member of the class offered his garage as a workshop, where the castle was completed with the exception of its decoration and art work, which was carried on in the class-room.

As the building progressed interest in its construction was at a high pitch, fathers, mothers and children of the neighborhood dropped into the workshop, which operated after school hours and on Saturdays.

One of the first difficulties encountered was in building the towers; at first the boys tried laths wrapped with chicken wire and burlap, but this did not satisfy them, because there were too



Castle Life—the children of an Inglewood sixth grade project.

many bulges. We then consulted with the father of one of our young knights, who came to the rescue with some practical suggestions.

The boys next used a keyhole saw and shaped a four inch by four inch timber of soft pine, wrapped it snugly with burlap and applied a thin mixture of cement to make the surface ready for the heavier mixture which was to follow. Two parts of sand to one part of cement were used and the stone effect was obtained by marking off the parallel lines around the towers with a string and the perpendicular lines with a knife, before the cement mixture had set.

The depth of the moat surrounding the castle was in proportion and would hold water if painted with water-proof paint; however, we used mirrors for water. The draw-bridge was manipulated by chains, the portcullis also could be raised and across the draw-bridge rode knights clad in war-like gear, while towers and battlements bristled with knights in armor.

Next came a selection of the color. The pupils decided grey was too somber. A gay castle more like those pictured in story and song was the general choice of the class. A committee consulted with teachers and pupils who had very recently visited castles in Scotland, England, and France, and as a result we used yellow poster paint, thinned down considerably, after which it was shaded with darker colors to give it the appearance of weather-stained sandstone. Green trees were painted and shrubbery blended into cement walls.

As the work progressed the children were led to discover for themselves the art of reproducing in concrete form the building and decorating of a home of past periods and comparing it with the luxury and comforts of our modern home and life in our community.

In verse and sentiment they tried to recapture the beauties of chivalry and each one lived for a time in the days "when knighthood was in flower."

In this particular activity much depends on the atmosphere that was created as the work progressed. It is amazing the amount of hard work that can be accomplished in a short time while under the spell of an enchanted castle life.

Many fine old pictures and treasured books were sent in by interested parents to assist the teacher and pupils, so that it really was an activity of interest not only to the pupils of the school, but was touched by the home and the community as well.

It was a happy experience—a fine example of sympathy and understanding between these children and their parents, their principal and teachers.

NEXT came the play, "Castle Life," which grew out of this activity, honoring the two young knights in song and original verse, who were instrumental in the building of the castle. Also a nice little ceremony was given

by the Oral English class, presenting this castle as a surprise to their beloved principal, Mrs. Ella M. Friend, naming it in her honor—"The Castle of the Friendly Spirit."

The playlet with some slight changes was presented to the pupils of Fairview School. The following day it was presented to a committee of principals and teachers and the sixth grades of the other four city schools. A request then came from our P. T. A. for a Friday afternoon performance. And it was presented again a week later on Fathers Night to a very appreciative audience.

Characters Selected by the Class

Most of the characters in the play were selected by the class. The monks, two girls with fine voices, chanted in Latin. The troubadours, three lads well-advanced in music (one of them, in his part playing three different instruments) added much to the musical setting of the play. A little jester, with comic dances and handsprings, making funny faces and jokes, furnished the fun for the play.

About fourteen school subjects of the old formal program were touched by this activity. Namely—mathematics, history, geography, arts—decoration and design, manual training, physical training, manners and morals, thrift, dramatics, spelling, English (oral and written), research, costume study, vocal and instrumental music.

The reading table had an assortment of good books brought from libraries, from home and borrowed from friends, among which were the following titles—With Spurs of Gold, The Lord and Vassal Series, Heroes of Chivalry, Men of Iron, When Knights were Bold, Robin Hood, King Arthur, The Story of the Middle Ages, Heroes Every Child Should Know, Gauntlet of Dunmore, Page and Pauper, Knighthood, Child's History of England, and many others.

The pupils developed the library habit and enjoyed it. The enriched vocabulary following this experiment was a happy surprise.

With proper handling this situation takes care of itself, during the period of reading,—some completed their books and set about making their book reports, others were absorbed in stories, while others were gathered in small groups discussing the merits of some favorite book each had read or wanted to read. An art committee was eagerly seeking ideas for decorating shields and banners, and a few, inspired by some deed of valor and chivalry, were trying their skill at some original verse.

The teacher usually said to them, "This period belongs to you to do with as you wish," and from some back seat in the room (where she was entirely unnoticed and forgotten by the pupils) she studied the different lines of work carried on. It was satisfactory.

State Commission on Education

STUART R. WARD, *Secretary*

CALIFORNIA'S school system has often been the subject of study and comment by her own educators as well as by distinguished visitors from distant states. Only at long intervals, however, has a small number of representative California laymen been officially assembled to study our school system: to determine whether they, themselves products of the public schools, may prepare suggestions looking to schools even more satisfactory to parents, taxpayers and teachers alike.

Such a lay group is the California Commission for the Study of Educational Problems, authorized by the 1929 Legislature and appointed last fall by Governor Young "to study the problems of education" and "to investigate the educational, geographical, financial and organizational problems of public education in this state." For these purposes, the sum of \$50,000 was placed at the disposal of the Commission.

Who are the nine members of this Commission? In the first place, all but two are parents. Several have had experience as school teachers. Two are former members of the State Board of Education.

Mrs. Susan M. Dorsey of Los Angeles, recently Superintendent of the Los Angeles Public Schools, is chairman. The other eight members are:

Arthur J. Brown of San Bernardino, Editor of the San Bernardino Evening Telegram, and a former member of the State Board of Education.

Marshall DeMotte of Corning, a rancher; from 1914 to 1917 a member of the State Board of Education (serving as Chairman of the Textbook Committee, also as a member of the Teachers' Retirement and Legislation Committees); from 1917 to 1921 Chairman of the State Board of Control and a member of the State Council of Defense.

Samuel Leask of Santa Cruz, President of Samuel Leask and Sons, Inc. Department Stores, owner of Hazeldern Farm at Waterford in Stanislaus County, and President of the Board of Library Trustees at Santa Cruz. Having educated several children in the public schools, Mr. Leask's interest in public education has during recent years led him to visit and study not only the schools of California but also those of other states.

James W. Mullen of San Francisco, Editor of the San Francisco Labor Clarion, Chairman of the recent San Francisco Citizens' Committee on Teachers' Salaries, long an active member of the Education Section of the Commonwealth Club of California, President of the San Francisco Public Education Society.

Mrs. Maynard Force Thayer of Pasadena, a graduate of Wellesley College, mother of two children, member of the National Board of the

Y. W. C. A., former State Chairman of American Citizenship, California Federation of Women's Clubs, former Chairman Pasadena Americanization Committee, former State Regent of the California Daughters of the American Revolution.

Mrs. Frederick C. Turner of Berkeley, a graduate of the University of California, a former teacher in the Oakland High School, past Chairman of the Alumni Visitors Committee for the University of California Alumni Council, past President of the Oakland Forum.

Julius Waugenheim of San Diego, a graduate of the University of California, class of '87, past President of the University of California Alumni Association (then ex-officio member of the Regents of the University), President of the Art Association of San Diego, member of the Board of Trustees of Scripps College for Women, Claremont Colleges.

Mrs. Julian C. Whitman of San Mateo, State President of the California League of Women Voters, active member of the Parent-Teacher Association, member of the Western Regional Committee of the Girl Scouts, mother of four school children ranging from the first grade to the University.

This is the Commission which has been quietly at work, meeting once or twice a month since last January, each "meeting" consisting of three all-day sessions. Its studies have been furthered by an executive and research staff directed by the Executive Secretary of the Commission, Stuart R. Ward, who was "loaned" to the Commission by the Commonwealth Club of California, with whom he holds the position of Research Secretary and Assistant Executive Secretary.

Never have the Commission's meetings been of the type calculated to promote slumber, for the topics under investigation have just about run the gamut of school problems, from kindergarten to four year colleges, from teacher tenure to the state printing of textbooks, from equalization funds to ethical instruction.

During the course of its meetings the Commission has already conferred at length with nearly 100 persons, including college presidents, employers, state school officials, city and county superintendents, labor leaders, teachers, representatives of lay organizations, university professors, agriculturists, city and county officials, and others.

The information as to the state's school problems thus secured has been greatly augmented by research studies, field trips, interviews and correspondence.

* * *

Any California school-woman who is interested in a fellowship, for research in education, offered by **Pi Lambda Theta**, honorary fraternity for women in education, should write at once to **Miss Della E. Kibbe**, State Department of Public Instruction, Madison, Wisconsin.

California County Superintendents

Results of the Primary Election, 1930.

Alameda	DAVID E. MARTIN	Oakland
Alpine	MRS. E. M. BRUNS	Gardnerville, Nevada
Amador	WALLACE WILSON	Jackson
Butte	JAY PARTRIDGE	Oroville
Calaveras	CHARLES F. SCHWOERER	San Andreas
Colusa	MISS PERLE SANDERSON	Colusa
Contra Costa	WILLIAM H. HANLON	Martinez
Del Norte	HAROLD JENKIN	Crescent City
El Dorado	E. J. FITZGERALD	Placerville
Fresno	CLARENCE W. EDWARDS	253 Holland Bldg., Fresno
Glenn	EDGAR P. MAPES	Willows
Humboldt	MRS. BERTHA MURRAY	Eureka
Imperial	KATHRYN E. WATTS AND C. B. COLLINS *	
Inyo	MRS. ADA WARDLE ROBINSON	Lone Pine
Kern	HERBERT L. HEALY	Bakersfield
Kings	MRS. ELSIE BOZEMAN	Hanford
Lake	MISS MINERVA FERGUSON	Lakeport
Lassen	MRS. JESSIE B. MADISON	Susanville
Los Angeles	H. S. UPJOHN	Thorpe Bldg., Los Angeles
Madera	W. L. WILLIAMS AND MRS. MARY CLAWSON *	
Marin	JAMES B. DAVIDSON	San Rafael
Mariposa	MRS. LOTTIE J. WEGENER	Mariposa
Mendocino	FRED D. PATTON	Ukiah
Merced	C. S. WEAVER	Merced
Modoc	CHARLES J. TORESON	Alturas
Mono	MRS. NORA A. ARCHER	Benton
Monterey	JAMES G. FORCE	Salinas
Napa	MISS EVA HOLMES	Napa
Nevada	MRS. ELLA M. AUSTIN	Nevada City
Orange	RAY ADKINSON	Santa Ana
Placer	MRS. PORTIA F. MOSS	Auburn
Plumas	MISS LEOLLA RIFFE	Quincy
Riverside	EZRA E. SMITH	Riverside
Sacramento	R. E. GOLWAY	Sacramento
San Benito	MISS BLANCHE DAVIS	Hollister
San Bernardino	MISS IDA M. COLLINS	San Bernardino
San Diego	MISS ADA YORK	San Diego
San Francisco	DR. J. M. GWINN	San Francisco
San Joaquin	HARRY BESSAC AND JOHN R. WILLIAMS *	
San Luis Obispo	ROBERT L. BIRD	San Luis Obispo
San Mateo	MISS PANSY JEWETT ABBOTT	Redwood City
Santa Barbara	MELVIN E. BOWMAN AND MRS. MURIEL EDWARDS *	
Santa Clara	JOSEPH E. HANCOCK	San Jose
Santa Cruz	MISS EDNA H. YOUNG	Santa Cruz
Shasta	MISS BERTHA MERRILL	Redding
Sierra	MISS BELLE ALEXANDER	Downieville
Siskiyou	L. S. NEWTON	Yreka
Solano	DAN H. WHITE	Fairfield
Sonoma	O. F. STATON	Santa Rosa
Stanislaus	A. G. ELMORE	Modesto
Sutter	MRS. MINNIE M. GRAY AND GEORGE ALGEO *	
Tehama	MRS. ALTA S. OHRT	Red Bluff
Trinity	MRS. CLARA E. KREISS	Weaverville
Tulare	J. E. BUCKMAN	Visalia
Tuolumne	G. P. MORGAN	Sonora
Ventura	MRS. BLANCHE T. REYNOLDS	Ventura
Yolo	MRS. ROWENA NORTON	Woodland
Yuba	MRS. AGNES WEBER MEADE	Marysville

* Two candidates, to be voted at the November election.

Challenges of Teachers Colleges

C. L. PHELPS, *President, State Teachers College
Santa Barbara*

TEACHERS colleges in America today present many challenging situations. The rapid transformation of two-year normal schools into four-year colleges is an interesting subject for review. First came legislative authorization in state after state; then a catalog announcement of new or extended courses of study; then approval of institutions by an accrediting agency; and, presto, the transformation was complete. It didn't take long. Where a few years ago there were two-year normal schools there are now according to official rating, 112 Class "A" teachers colleges in 32 states.

But like all rapid educational developments, the teachers college movement needs a careful check of achievements, and after that the studied guidance of educational leaders in its further progress. Present conditions reveal many problems, present many challenges and provide many opportunities for distinctive contributions by individual institutions. It would be surprising if in the rapid development of the past decade no problems of major importance had been revealed. There are plenty of them. All of them need study. Some of them have been solved by certain institutions, but they still remain challenging problems so far as the country as a whole is concerned. A few are here stated:

1. The scientific construction of curricula for a four-year teachers college.

At present there are indications in certain instances that such curricula have been thrown together without much study. For example, there is in some institutions a rank inversion of subject matter, but little agreement as to sequence, and disagreement concerning the place and relationship of liberal arts and professional subject matter.

2. The place of the training school in the teachers college.

In the days of two-year normal schools the training school held a subordinate position. It was usually manned by teachers with less training than those in other departments. It was sometimes called an "adjunct of the normal school." It still holds a subordinate place according to the standards of the American Association of Teachers Colleges. The question is, shall we continue to speak of "the college department and the training school," or shall the training school be developed as one of the regular departments of the teachers college?

3. Education and practice teaching in a four-year teachers college course.

Here is a situation of vital importance. Liberal arts material has been freely added in the

making of four-year curricula. At the same time, certain limitations have been set on the amount of education and practice teaching. The American Association of Teachers Colleges has arbitrarily fixed ninety hours of practice teaching as the standard after a study showed a range of from thirty hours to six hundred hours. This standard practically limits all conforming institutions to a maximum of ninety hours of practice teaching regardless of what may be thought of its value.

4. The effect of two-year certificate courses on the organization of a four-year teachers college course.

The two-year course for training teachers is still in existence in many teachers colleges. In these institutions a four-year course must either be a continuation of this course or an independent one. Obviously no four-year course should have the same organization or the same material in its lower division as would be found in a two-year certificate course. This situation presents a real problem for the colleges concerned.

5. The effect of two-year certificate graduation on the later completion of a four-year course.

The two-year certificate course is a professionalized junior college course. It carries all the professional requirements for teaching. In a four-year course taken as a whole most of these requirements would be found in the upper division. Naturally this inverted order displaces other material that ought to be found in the lower division and leaves space to be filled in the upper division. Completion of the four-year course under these conditions will show irregularities in both the lower and the upper divisions.

A transition period nearly always presents difficulties. Especially is this likely to be true as the end of the period approaches. It is a time when many problems have been solved, some new developments tend to crystallize and many questions remain unanswered. Teachers colleges in America exhibit all these conditions at the present time. Naturally the best thought of educational leaders is challenged. Some of the specific challenges are here listed:

1. To classify as unsatisfactory all four-year courses in which professional requirements are found mainly in the lower division.

This arrangement of subject matter represents a hang-over from the old two-year normal school days. It constitutes a type of inversion which would not be tolerated in the preparation of lawyers or physicians.

2. To strive for a minimum of three years of college work as a basis for certification to teach.

This minimum has already been reached in a number of states. In California and some other states it has been exceeded. Such a requirement would eliminate the necessity for inversion of subject matter. It is the *sine qua non* for proper sequential arrangement of college work. Conditions are favorable all over the country for

such an increase in requirements, since there is at present an excess of teachers.

3. *To avoid excessive restrictions and useless amplification of official standards for teachers colleges.*

These colleges have their own standardizing agency. Its set of standards is much more detailed and much longer than any other set in existence. Complete revision is needed. Conditions have so changed since the standards were written, as was shown by the most recent classification, that only the "A" division has any practical use. The "B" and "C" divisions are "dead letters."

Opportunity is knocking at the doors of teachers colleges. They are in a position to accomplish things which no other educational agency has yet been able to do. Boldness and determination are required, but there should be no question as to ultimate results. Some of the possible achievements follow:

1. Improvement of the social status of teachers.

Teachers have long suffered from their ancestry. Coming, as they have from former conditions of slavery, poverty, and physical inefficiency, they have often suffered from inferiority complexes. The four-year college course, offering a general education equal to that secured by other college graduates, should under proper administration insure a feeling of confidence that will be invaluable to teachers in dealing with the many problems they are called on to meet in modern educational service.

2. Making a recognized profession out of teaching.

This will call for statesmanlike treatment of curricula so that there may be general respect for content, organization and administration. It will call for improved scholarship in faculties and the development of scholarship and skill in students. Improved financial support will follow superior training.

3. Developing institutional individuality and leadership along chosen lines.

Institutions, like people, ought to develop distinctive personalities by emphasizing certain dominant tendencies and interests. No desire for mere conformity to standards should prevent their doing so. Conformity in general is a good thing, but the fact remains that nearly all leadership has been attained through breaking away from customs, standards and established procedure.

• • •

Practical Statistics for Teachers, by Marion E. Macdonald, is published by **The Macmillan Company**; 1930, 176 pages.

A work-book in educational statistics, including problems in finding various quotients and derivatives, tabulations and graphic representations of data, measures of central tendency and dispersion, and correlations.

Formulas are also given and explained, rendering a textbook unnecessary in the beginning class in statistics. Convenient tables are also provided.

The work-book will be useful to teachers of elementary statistics, and to their students. It is especially recommended for short summer courses.

California Teachers Institutes and Conventions

September 10-12

Trinity County Teachers Institute; at Weaver-ville; Lucy Young in charge.

September 29-October 2

California School Superintendents Convention; at Tahoe Tavern; Vierling Kersey in charge.

October 13-15

C. T. A. North Coast Section annual convention and teachers institute; at Ukiah; Del Norte, Humboldt and Mendocino Counties; Fred Patton, Lena Guidery in charge; Mrs. Annie R. Babcock, secretary.

October 20-24

Northern Section Joint Teachers Institute; at Chico; Butte, Colusa, Glenn, Lassen, Modoc, Plumas, Shasta, Tehama Counties, and Chico City; Jay Partridge and Mrs. Vivian Long in charge.

October 29-31

Yolo County Institute; at Woodland; Mrs. Rowena Norton in charge.

November 24-26

Northern Section Joint Institute; at Sacramento; Amador, El Dorado, Sacramento, Sutter Counties and Sacramento City; Chas. C. Hughes and R. E. Golway in charge.

San Joaquin County Teachers Institute; at Stockton; Harry Bessac, presiding.

December 15-17

C. T. A. Bay Section Convention and teachers institute; at San Francisco; Mabel Ellis, presiding; Earl G. Gridley, secretary.

December 15-19

C. T. A. Central Coast Section Convention and teachers institute; at Santa Cruz; Edna H. Young, presiding; T. S. MacQuiddy, secretary.

C. T. A. Southern Section Convention and teachers institutes; at Los Angeles; Frank A. Henderson, presiding; F. L. Thurston, secretary.

The County and City Institute Districts of Southern California will hold separate or joint institutes on December 15, 16, 17, and join in the C. T. A. Southern Section convention sessions on December 18 and 19.

December 17-19

C. T. A. Central Section Convention and teachers institute; at Fresno; Fresno, Kings, Madera and Mariposa Counties and Fresno City; May R. McCordle, presiding; Louis P. Linn, secretary.

Kern County Institute; at Bakersfield; Kern County, Bakersfield City; Lawrence Chenoweth and Herbert Healy, presiding.

Merced County Institute; at Merced; C. S. Weaver in charge.

Tulare County Institute; at Tulare; J. E. Buckman in charge.

A Fourth Grade Project

Geography and History

GRACE B. STAPLES, *Fourth Grade Teacher*
Nordhoff Union Elementary School, Ojai

A FOURTH grade in the Nordhoff Union Grammar School in Ojai, Ventura County, entered upon a project, determined to compare (as to points of similarity and difference) the desert regions of Mesopotamia and Egypt with their own home land in Southern California.

After careful study of those parts of the textbook, "Journeys in Distant Lands" (together with much browsing among library books and magazines) the class decided that the climate, rainfall, and soil, of the regions under consideration were not wholly dissimilar to those of their own. In reading "In Old California" they noted much concerning modes of life during early Mission days in California which reminded them of native customs in Egypt and Mesopotamia.

One child suggested that they construct a scene on a large work table showing a bit of Old World life fashioned from New World materials. In order to give greater scope to their activities they agreed that the project was to be a composite rather than a specific scene.

The main feature was to be a minaret four feet high and built of adobe bricks. An abundance of adobe earth was located near the school and an interview with an old resident revealed the fact that straw should be moulded with the adobe to prevent the bricks from crumbling.

The first bricks were not a success as to shape, but the janitor becoming interested recognized the necessity for a wooden mould. The next day a fine four-sided mould appeared on the work-table, a gift from the janitor. With the aid of this a pile of bricks (measuring 3x2x1½ inches) rapidly accumulated and were placed in the sun to dry.

While some children were moulding bricks others were engaged in constructing a khan, a caravanseria and a street of bazaara. Others made camels and a sphinx from modeling clay. Dolls were painted brown and dressed in flowing garments and turbans. A koofah was fashioned from reeds and the outside covered from tar.

Boats were carved from soap; a small railway train was donated to run upon a pasteboard track following the blue glass river. Pyramids were made from cement, given by

masons who were building a house in the vicinity. These pyramids were cast in cardboard moulds.

After many delays spent in searching references to clear up hazy points the details were at last completed. The scene was assembled against a painted background of rolling sand dunes and violet sky.

The project occupied some 18 square feet of table space. The minaret stood in the foreground, with a turbaned official stationed on the balcony. Above him rose the dome-shaped roof with its tall staff topped by a golden globe. On the near side of the palm-bordered river was also the camel-train. Some camels bore packs, others howdahs, and were accompanied by camel drivers.

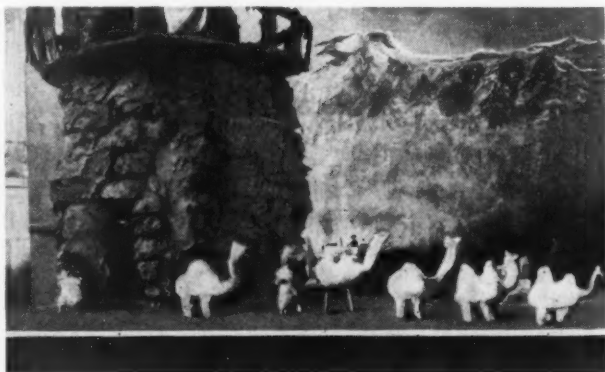
Across the river stood the other buildings, the sphinx and ancient ruins, while the pyramids were seen against the background in the distance.

During the study the children learned among other things that adobe buildings, religious centers, long-garmented aristocrats and scantily-clothed primitive people were once as common to their own land as to those foreign regions studied; and also that at one time camels had actually been imported to Southern California to be used as beasts of burden.

The completion of the project left the class with a close sense of brotherhood for the girls and boys of other lands.

* * *

Franklin C. Hemphill, for the past few years Assistant Superintendent of the Compton Elementary Schools, has been elected Director of the Junior High Schools of the Compton Union Secondary District. The position calls for the direction of five newly organized junior high schools in the Compton Union High School and Junior College District and is an example of the trend towards larger units of administration. O. Scott Thompson is Superintendent of the Compton Union Secondary District.



Minaret and camel train in an Old World project by Nordhoff school children

The Real Teacher

BENJAMIN McELVAIN WOOLSEY, *Head Language Department,
Huntington Park Union High School*

PUBLIC education has come to be the most extensive, the most difficult, and the most important enterprise of modern times.

All men recognize that the teacher is the school. The best methods are but accessories; the most elegant buildings mere assembly rooms; the most finely equipped laboratories only machines; the skill, the strength, the light, the life, use of all these is crystallized in the teacher.

Emerson once wrote his daughter that he cared little concerning the name of the school she attended, but that he cared much concerning the teachers with whom she studied.

The necessity of teaching ability is everywhere recognized, and the supreme value of pedagogic training is firmly established; but this should never be substituted for scholarship and personal culture.

For the real efficiency of every teacher will depend in the last analysis, not upon his mastery of the formal principles of methods and management, but upon his knowledge of the subjects he teaches and his command of the resources of the English language.

The real teacher has the ability to make any subject interesting, for he fashions his own methods by the intelligent adaptations of the best methods by which he himself was taught and changes these according to the varying changes of his pupils.

Great teachers never die, their influence last forever; their very names are an inspiration. Socrates, Plato, and Aristotle stand even now in the streets of Athens to teach mankind their ideas of philosophy.

Jesus still walks up and down the valleys of Judea and along the shores of the Sea of Galilee teaching the multitudes by parables and changing his disciples' hearts from bad to good.

Archimedes and Euclid continue to give lustre to the Alexandrian Museum; Thomas Aquinas yet illumines the University of Paris; Alcuin, Comenius, Froebel, Newton, and hundreds of others still teach us.

What made the great teachers? What gave the power with which they impressed the world? Was it not the consciousness that they had a mission to intellect and



Every period of human culture has had its great teachers

heart, and felt a divine call to teach? This call today is for women who are as willing to teach the children in the sequestered districts of our state and country as was Florence Nightingale to nurse the soldiers wounded in the Crimean war; for men who are as willing to instruct the youth in mountain sections and sparsely settled regions as is Dr. Grenfell to spend his life among the fishermen of Labrador.

About a century ago a man spent his days teaching children whom the ravages of war had left homeless and parentless. He spent his evenings begging food to nourish their bodies.

He spent his nights, while they slept, patching their tattered garments and washing their single bits of clothing. He did all this because he learned from the Master what it meant to love children. He won the proud distinction of living like a beggar that he might teach beggars to live like men.

Over his grave in the little village of Bir is a rough unhewn stone bearing these words: "Saviour of the poor of Newhof, at Stantz the father of orphans, at Yverdun the educator of humanity; man, Christian, citizen. All for others, nothing for himself. All hail to Father Pestalozzi."

My word today is an appeal for men and women to make teaching their life work. It is the glory of our manhood and womanhood that noble men and women of all ages have consecrated themselves as teachers of mankind. Of human employments, teaching is the greatest and when entered into as a serious and a difficult fine art, there is no employment more satisfactory.

Would you live in the memories of men? Would you serve humanity? All ages have recognized the importance of the calling to mold human lives in truth, to inspire others to higher and better things.



Mother Nature is one of the great "real teachers" of childhood

Would you be a true patriot? Cicero says, "What better, what greater service can we of to-day render to the Republic than to instruct and train the young?"

Would you live the higher life? The sacred scriptures remind us that, "Those who instruct the young unto life shall shine, like the stars in God's firmament, forever."

* * *

Fourth Grade Poetry

HELEN SEELEY, Berkeley

RECENTLY our Low Fourth Grade "burst into poetry" in quite a poetic way.

We had been studying stars and had had "our horizons stretched" most happily. One morning I found a poem on my desk and, to be honest, I did use every pleasant adjective in my vocabulary in praise of it. That was the beginning of many anonymous poems, always smuggled in without my knowing it.

The best one was the following:

Stars

*Oh, beautiful stars, do you know
In the days of long ago,
Shepherds watched you while guarding their
sheep,
While people in town were fast asleep?*

*Oh, beautiful stars, you do not know
What is happening on the earth below.
You guard the travelers in the dark,
You never run when the fierce dogs bark,
You hide yourself in the heat of the day,
What is the cause of that I pray?*

*Oh, beautiful stars, I love you,
I do not know what I would do,
If you should die—and never more would I
See your silver light in the sky.*

JANICE GRAY (8½ years old)

One day a friend of one of our mothers brought a wonderful collection of Indian baskets. There was a hot dusty wind pouring into the bungalow shack, but this poem was a result:

*It was on a dusty day,
The sky with dust was gray.
A lady came that day,
With baskets bright and gay.
(They were Indian baskets—
Made many miles away).
I loved her baskets gay,
For on that day—
I was so happy.*

BERNICE LARRIPA

When the great Zeppelin flew over the bay we were inspired to write individual and class verses, two of which are given below:

The Zeppelin

*In through the Golden Gate,
Out of the setting sun,
Came the Zeppelin big and great,
Looking like a bun!*

JEAN CALLOW

*In through the Golden Gate
Came the Zeppelin great,
Out of the shining sky,
Over the city high,
At last the world could fly!*

JOHN HAUSELT

I think the class felt that the writing of poems was a real adventure. The best result was that the writing of poetry was no longer a foreign, unattainable accomplishment, but something into which anyone could venture.

* * *

A Great Californian Passes

JAMES DUVAL PHELAN passed away at his home at Villa Montalvo, Saratoga, on August 7, 1930. Mr. Phelan was 69 years of age.

Mr. Phelan was one of the famous men of California. He was for several terms a mayor of San Francisco and later served as a United States senator from this state. He was one of the foremost patrons of the arts and was a lover of all of the traditions and history of California.

Son of a pioneer family of San Francisco, he was educated in the schools of his native state, and was a genuine friend of every artist and writer who endeavored to add to the lore or accomplishments of California.

His will, which disposed of an extremely large estate, provided liberally for education and for worthy charitable organizations. Villa Montalvo, its many surrounding acres, the beautiful paintings and sculptures, were left to San Francisco for park and art purposes, for the people of California.

* * *

Mrs. Isabella MacDonald Alden passed away at her home in Palo Alto early in August. Mrs. Alden, who was known as "Pansy", wrote a great number of books which were read by all of the school children of the past generation. Her husband, who died several years ago, was a direct lineal descendant of John and Priscilla Alden. Her son, Raymond MacDonald Alden, whose death occurred in 1924, was professor of English at Stanford and was himself a writer of ability.

* * *

J. R. Hildebrand, chief of school service, National Geographic Society, Washington, D. C., states that to teachers who request the **Geographic News Bulletins**, the reports are sent each week for 30 weeks of the school year. Five bulletins, accompanied with illustrations and maps, go out with each issue. A request for the bulletins should be accompanied with 25 cents to cover mailing costs for the 30 weeks.

Our Wild Flowers

An activity in an A2-B3 Grade.

HAZEL M. HARRIS

Fletcher Drive School, Los Angeles

Objectives

1. To learn the names of the wild flowers growing near us.
2. To learn about conservation of our wild flowers.
3. To find out which flowers are protected by law.
4. To cultivate the habit of observing flowers and plants.
5. To cultivate love of beauty.
6. To stimulate a desire for beautiful home yards.

ONE Monday morning Mary came to school with a bouquet of wild flowers. On Sunday her parents had taken the children for a drive out into the hills and Mary had picked flowers to bring to school. They were very lovely and the children enjoyed them very much. Mary told of her ride and the walk up a trail and into a little valley where many of the flowers grew.

When she had finished, Harry raised his hand. He said, "My father said that there is a fine now for picking monkey-flowers and Mary has some of them in her bouquet." Then other children said that they had heard about it, too, and also that there was a large fine for cutting yuccas.

Poor Mary felt quite heart-broken over the matter and said that she did not know about the law or the fine. Others said that they did not know it either and asked how they could tell which ones were protected by law and which ones were not. Jack offered to get a list of protected flowers from his brother who belonged to a nature club.

Then Mary suggested that a list wouldn't be much good unless each child knew the flowers which were protected both by name and by sight, for she didn't know which one was a monkey-flower.

Bill asked, "Why is there a law against picking some flowers and plants and not others?" Allen wanted to know how much the fine would be for picking a flower protected by law.

Here we had several problems so we decided to write them on the board as questions and then set out to find how we could answer them.

1. Which flowers are protected by law?

Since this article was written the law has been changed, states Miss Harris, so that now all flowers and plants are protected in Los Angeles County.

2. How can we tell the protected ones when we find them?

3. Why is there a law against picking some flowers and not others?

4. What is the fine for breaking the law?

I. Our first problem was to find out which flowers were protected.

a. This was very simple for Harry brought the list and we found that it included 30 kinds of plants and flowers. We discovered that it was a county ordinance, number 1647, passed by the Los Angeles County Board of Supervisors. This brought up a discussion of county government. We have student government in our school so compared the Board of Supervisors to our council members.

b. We then had our clerk mimeograph a list of the protected flowers for each child in our school. The list follows:

1. Maidenhair fern
2. Madrona
3. Desert holly
4. Cacti
5. Mariposa lilies
6. Western redbud
7. Sea dahlias
8. Mountain dogwood
9. Scarlet larkspur
10. Bush poppy
11. Bush monkey-flowers
12. California slippery elm
13. Chocolate flower
14. California holly or toyon
15. Tiger lily
16. Lemon lily
17. Syringa
18. White lupine
19. Yellow bush lupine
20. Sword fern
21. Sumacs
22. Matilija poppy
23. Snow plant
24. Chain fern
25. Yucca (Joshua tree, Spanish dagger or Spanish bayonet)
26. Conifers
27. Wild cherry
28. Mountain laurel
29. California wild rose
30. Bitter root

II. Our second problem was to learn to know the protected flowers by name and by sight.

a. First we took our list and read the names of the protected flowers and plants to see how many were well known. Most of the children knew California holly, yucca and cactus, but there was much to learn. Some one suggested that we might find pictures of them in flower books. So the children brought all the flower books they could find. One boy had the National Geographic for May, 1927, which was very fine.

b. Our hike.

We wrote this note to the parents several days before our hike:

Dear Mother and Father:

The children of room 4 wish to take a hike on the hill back of school to look for wild flowers. Mrs. Clay and Miss Harris are going with us. May I have your permission to go on Wednesday from 2:00 o'clock to 4:00 o'clock?

Your loving son,
(Signed) Billy.

On Wednesday afternoon we took our flower guide and started off in gay spirits. We found

a number of flowers, but none of them protected, so we took several specimens of each for a collection.

Here we had a good lesson in how to pick wild flowers and began to see the answer to our third question. Since we did not find any protected flowers, we decided that it would be fun to make an exhibit for the school of flowers which we could pick.

c. Our Exhibit—Unprotected flowers.

After identifying each flower that we had gathered, the boys and girls wrote the names on small pasters and put them on the flowers. We had a table for the exhibit and the children arranged the flowers in glasses of water on the table. We then wrote notes of invitation to the other rooms to see our exhibit. Three children were chosen to take charge of the exhibit and three others to take care of guests and show them around.

The next morning some of the flowers were beginning to look wilted, so Mary suggested that we could press them and keep them longer. Alice added, "Then when anyone finds another flower we can press it, too, and add it to our exhibit." So we arranged each flower just the way we wanted it to look on a piece of paper, covered it with another piece of paper to keep it in the right position and then put a pile of books on each one.

These we left several days to dry thoroughly, then took them out, mounted them on attractive papers and named them. Now we have an exhibit which will last all year. When our exhibit is larger we will invite the parents to see it.

d. Blueprints.

The next day after our hike we made blueprints of all our flowers. The boys and girls thought it to be great fun to be able to make blueprints themselves. We are now making a book of these flowers and the children are writing a little story to go with each one.

e. Our Wild-Flower Books

Each book had an original flower design cover. They contained short accounts of our hike, the exhibit, and other things of interest to each individual child. Each one wrote what he wished to put into his book and after the teacher looked them over, they were rewritten, if necessary, and put into the books. They illustrated the stories with pictures of flowers, plants or anything they wished and thought appropriate. One boy did a flower guide of our district for his book. He drew all the flowers found near school and wrote a short description of each one, then he arranged them by colors.

f. Decorating the Room

Many lovely paintings and crayola drawings of the flowers and plants were made and arranged about the room. The art table was in charge of three children each week and usually had some flowers on it. Some days they brought flowers from their own yards for it.

g. Games

1. Guessing game using flowers.
2. Flowers and Wind—using only the names of the protected flowers, then again only unprotected ones.

h. Music: Progressive Music Series I—1. Little Miss Tulip; 2. The Naughty Tulips; 3. Daisy Nurses; 4. Dandelion; 5. Pussy Willows.

New Educational Music Course I—1. Heigho! Daisies and Buttercups; 2. The Flower Seed; 3. Morning Glories; 4. Pussy Willow; 5. The Violet; 6. Welcome May.

III. Our third problem was to find out why some flowers were protected and others were not.

After discussing just how we should start on this problem the class decided that each one would find out all he could by asking at home. We then put on the board several topics which they could choose to work on.

1. Why protect Christmas holly?
2. The disappearing yucca.
3. Careless picking of wild flowers.
4. Seed travelers.

IV. Our fourth problem was merely a question as to the **amount of the fine** for breaking this law. It was easily answered for it was contained in Section II of the ordinance prohibiting the picking of certain flowers. The fine was to be not more than \$500.

Outcomes

I. Knowledge

1. We learned many flowers.
2. We learned which flowers could be picked.
3. We learned to make blueprints.
4. We learned how to press and mount flowers.
5. We learned why some flowers are protected.

II. Skills

1. Ability to write simple stories about the activity.
2. Ability to give oral reports on topics.
3. Ability to find out about a given topic.
4. Ability to work together happily.
5. Increased vocabulary.

III. Appreciation

1. Love of flowers.
2. Feeling for need of conservation.
3. Care in picking flowers.
4. Pleasure in meeting old friends.
5. Some understanding of our county government and appreciation of the men who were far-seeing enough to protect our wild flowers before it was too late.

Materials

1. Flowers
2. Books
3. Magazines
4. Pictures
5. Pressing boards
6. Paints and crayolas
7. Paper
8. Blueprint paper, glass, pan

Bibliography

For Children

1. Western Flower Guide—Saunders.
2. Burgess Flower Book for Children—Burgess.
3. Fly Aways and Other Seed Travelers—Fultz.
4. Natures By-ways—Nellie Ford.
5. As California Wild Flowers Grow—Chandler.

For Teacher

1. Western Wild Flowers—M. Armstrong.
2. Flora of Los Angeles and Vicinity—L. Abrams.
3. Wild Flowers Worth Knowing—Blanchan.
4. Western Flower Guide—Saunders.
5. Stories of Luther Burbank and His Plant School—Slusser.

The Teacher-Pupil Gap

F. J. HIGHFILL

University High School, Los Angeles

IT was 4 p. m. Monday. Miss Fitt, one of the teachers, had been quietly notified by the principal, Mr. Noble, to call at his office at the close of school. The following interesting conversation then took place:

"Miss Fitt, I understand from three different sources of information that you do not like teaching?"

No, Mr. Noble, I cannot say that I do.

"You have made the remark that teaching is monotonous,—that it is mere professional drudgery?"

Yes, I believe that I have made some such remark.

"You have also said that your pupils are ignoramuses, wild-cats, obnoxious pests?"

Yes, perhaps I have said all of that, too!

"Now Miss Fitt, I am aware of the fact that you are a university graduate; that you are rather popular in social circles; and that you are far above the average teacher in personal appearance—but I want to tell you that as long as you maintain your present attitude toward teaching and toward boys and girls, you are not worth fifteen cents a month to this school. You **could** be the most valuable teacher on our faculty, but your attitude is a neutralizing agent."

What you say, Mr. Noble, may all be true. But how can I change my attitude?

"First of all, Miss Fitt, I would suggest that you change some of your tactics. Change your methods of discipline. All the visits that I have made to your room, and all the remarks that I have heard from the pupils whom you have sent to the office, prove to me that you are accomplishing **one** thing."

And what, Mr. Noble, is that?

"Creating a 'gap' between yourself and your pupils."

But how do I do it?

"You do not take your pupils into your confidence. You condemn each one publicly. You scold a boy when there are 20 other pupils between you and him. You do not put any kindness or sympathy into your tone. You never speak to a pupil quietly (so that others do not hear) and tell him to come back and talk to you after school."

"You never stop outside the door to ask kindly why his or her conduct was bad. By your methods you 'ground' your own electrical current. You break your own telephone wire.

You blow out the 'fuse' to your own light."

I realize that all you say is true, Mr. Noble. I most certainly appreciate your frankness. This clear, honest rebuke coming direct from you in your own office, in a tone of kindness and helpfulness, instead of coming publicly and harshly in a faculty meeting or through a bulletin from your office, is a real example to me.

What you have said and the way that you have said it this afternoon, has done me as much good as a course in pedagogy or psychology. I welcome any further suggestions that you have to offer.

"Perhaps I should suggest further, Miss Fitt, that you try to be one of your pupils. Get on to the child level. Recall some of the things that you use to do. Accept the pupils viewpoint. Get out and play with your boys and girls. Take them out for a hike. Prove to them that you are interested in the same things that they are interested in."

"Give praise both publicly and personally,—but give rebuke privately only. Never make a 'gap' between you and a pupil. Don't allow a single misunderstanding to become more than 24 hours old. Just remember that gaps between teachers and pupils increase and multiply rapidly."

"Keep in close personal touch with each pupil and you will soon find that you really like teaching and that you enjoy boys and girls."

All that Mr. Noble had said was true. Soon the "gap" between Miss Fitt and her pupils disappeared. She enjoyed teaching. She became the most efficient and best liked teacher on the faculty.

Her name was later changed from Miss Fitt to Mrs. Lovejoy.

* * *

W. W. Tritt, Assistant Superintendent of Los Angeles City Schools, recently passed away in that city. He was born in Sedalia, Missouri, 57 years ago. He and Frank A. Bouelle, Superintendent, entered Los Angeles High School together as students 40 years ago. Graduating from there, Mr. Tritt continued his studies at Los Angeles Normal School, graduating in 1890.

For two years he taught in Los Angeles County schools, becoming a teacher in Los Angeles City Schools in 1895. He taught at the Eighth Street School under Dr. A. W. Plummer, principal. In 1896 he became principal of Amelia Street School. Two years later he assumed the same position at the Ninth Street School and in 1903 became principal of the Thirtieth Street Intermediate School.

In 1923 he became principal of the Belmont High School and in December, 1928, was elevated to the position of assistant superintendent of schools. He was president of the Junior High School Principals, of the Senior High School Principals and of the High School Principals Association.

An Old Man's Argument

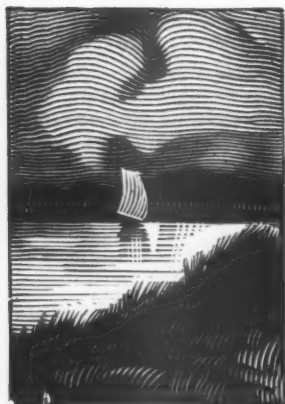
LELA M. GARVER, *Compton*

I KNOW the woodlot yields no gain; you'll plow it up when I am dead;
Wee roots the kind earth trusted with the timelessness of spring;
Deep roots, leaf-full of memories drawn up from secret water-veins
You'll rive and tear to yield the flax a richer fostering.

*But keep a strip of hedgerow land
To let the wildwood roam again,
The gypsy-hearted wildwood, with its bluebell and its may;
For when you dare to banish it
A spell upon your heart is set
That keeps you roving, seeking, for many a weary day.*

You're looking to the future, lad, while my heart's winging back again
To yon thicket of pink hawthorn, in that saucy forward spring
When for me, the flower of life bloomed,—and the eyes of Eve in Eden
Were not so sweet as your grandmama's, when I bound her with my ring.

*Don't cut that rosy hawthorn stand,
But let the wildwood roam again,—
The gypsy-hearted wildwood, with its bluebell and its may;
For if you ever banish it
A magic you can not forget
Will keep you always seeking it, however far away!*



Our life's a flitting swallow's blue, between the dark and dawn, with few
To tie the generations close. But virgin land can bring
The same white violets to your child that thrilled my own adventurous
eyes:
And tho wet brier roses are not food, they make the spirit sing.

*So keep a strip of hedgerow land
To let the wildwood roam again,
The gypsy-hearted wildwood, with its bluebell and its may;
For if you dare to banish it
A spell upon your heart is set
That keeps you roving, seeking, for many a weary day.*



California High School District Support

ALFRED E. LENTZ, *Legal Advisor*

I. High School District Taxation

THE largest and most important single course of revenue of school districts is the district tax. The latest available authentic information indicates that the high school districts of California contributed during the school year 1927-1928, through district taxation 77.0 per cent of the total income of the various high school districts.

This percentage, which has not materially changed in the intervening years, means that millions upon millions of dollars were collected for the support of high schools from the various districts of the state through direct taxation of taxable property lying within those districts.

The levy and collection of these taxes is not only authorized but is compelled by law. The law pertaining to high school district taxation is therefore a matter of the greatest concern to all who are directly or indirectly interested in the public schools.

An examination of the law relating to high school district taxation and the interpretations which have been placed upon it, interpretations of the law being a part thereof, brings to light conditions which demand correction at the earliest possible moment—the 49th session of the legislature convening in January, 1931.

This article is an endeavor to discuss briefly not primarily the economic phases of the present high school district tax law, but the legal questions involved therein. These, of course, in a sense directly affect the economic phases. The necessity of a revision of the tax laws is not the result of any intention on the part of the legislative, executive or judicial departments of the state to cripple school district finances, but is traceable directly to the apparent carelessness with which the laws have been drafted. The particular errors in the drafting of the laws which have placed high school district taxation in its present position will be pointed out in the succeeding paragraphs.

It will be necessary to give brief historical accounts of the various provisions of law involved. The history will be abbreviated as much as possible in order that the reader may be persuaded to follow through the mazes of the situations presented.

Prior to 1921, Political Code sections 1755, 1756 and 1757 constituted the high school district tax laws. Section 1755 provided for the submission of an estimate by the governing board of each newly formed high school district indicating the amount needed by the new district for buildings, grounds, equipment and other necessities for the new district. The last clause in the section read as follows:

"provided, the total tax for high school purposes shall not exceed seventy-five cents on each

one hundred dollars assessed valuation exclusive of bond and interest rate."

The proviso just quoted has played a major part in high school district tax matters as will later be pointed out.

Section 1756 provided for the submission of estimates by the governing boards of high school districts to board of supervisors, through the county superintendents, of moneys needed for the maintenance of the district for the ensuing year. The section set out in detail the items which could be included in the estimate. The county superintendent was empowered to revise the estimate or any item thereof, and the estimate as revised by the county superintendent became the estimate of the high school district.

Section 1757 required the supervisors, upon submission of estimates presented either under section 1755 or 1756, to levy a tax "sufficient in amount to carry out the purposes legally specified."

The deficiencies of Political Code sections 1755, 1756 and 1757 are apparent. Estimates for the maintenance of high school districts submitted under section 1756 were not only subject to revision by the county superintendent but the board of supervisors after receiving the estimate could levy any tax which the supervisors thought sufficient, even though the tax would bring in an amount far below what the estimate indicated as being the amount needed by the district. A high school district was thus completely at the mercy of its county superintendent and board of supervisors.

Lurking Evils of the Situation

While the county superintendent was given no power to revise the estimate provided by section 1755, yet under section 1757 the board of supervisors, upon receiving the estimate, could, as in the case of estimates submitted under section 1756, without protest, levy a tax rate which would bring in the amount the board of supervisors thought necessary "to carry out the purposes legally specified in said estimate." The evils lurking in the situation are apparent.

The district budget law, enacted in 1921, as Political Code section 1612a, brought high school districts as well as elementary school districts within the scope of its provisions. Its principal effect was to compel the governing board of each district, annually, to prepare a budget for the ensuing fiscal year showing the estimated expenditure of the district for all purposes and the estimated income from all sources.

The budget, while subject to the advice of the county superintendent, was completely out of his control. The board of supervisors was compelled to levy a tax sufficient to raise the amount by which the estimated expenditures exceeded the estimated income (*Esberg v. Badaracco*, 220 Cal. 110). The entire responsibility of securing sufficient funds for the high school district, subject to whatever tax limits the law might pre-

scribe, was vested in the governing board of the high school district.

The proviso of section 1755, heretofore referred to, had for a long period of time been construed by many persons, including numerous school officers and the Attorney General (Attorney General's Opinion No. 7095), as applying to all high school districts whether newly formed or not. Others had maintained it was applicable only to the newly formed districts mentioned in section 1755. The California School Code Commission in codifying the school law was in agreement with those who maintained that the 75-cent tax limit was applicable to all high school districts and placed the text of the proviso in accordance with its understanding of the application of the proviso.

In 1929, however, the Supreme Court held in the case of *Johnson v. Board of Supervisors* (78 Cal. Dec. 425), which was instituted prior to the enactment of the School Code, that the proviso of Political Code section 1755 establishing the 75-cent tax limit was applicable only to the newly formed high schools mentioned in section 1755. This statement was based by the court upon a rule of statutory construction which, in substance, is that a proviso of a section is applicable only to the text of the section and does not effect other provisions of law.

An Apparent Blue Sky

Since the proviso contained the only reference in the law to maximum high school district taxes the decision of the court left no apparent limit on high school district taxes on districts which had passed beyond their first year of existence. The result of the decision was that newly formed high schools, which could, during their first year of existence, receive no state or county apportionments since apportionments are based on the average daily attendance of the district during the preceding school year, were limited to a 75-cent tax for all purposes. Older districts which were not as hard put were apparently given the sky as the limit on district taxation. It is hardly possible that those who placed the proviso in the law contemplated that such a situation would result therefrom.

In 1929 the School Code was adopted and Political Code sections 1755, 1756, 1757 and 1612a were repealed. The text of the repealed sections was re-enacted in the School Code. Political Code section 1755, with the exception of the famous proviso, became School Code section 4.530-4.533; the proviso became School Code section 4.563; section 1756 became School Code sections 4.540-4.548; section 1757 became School Code sections 4.560-4.566, inclusive, and section 1612a became School Code sections 4.360-4.374, inclusive.

The enactment of the School Code, however, seems to have upset the apple-cart. The Attorney General in his opinion 7095 held that since the proviso of Political Code section 1755 had been enacted as section 4.563 of the School Code, the reasoning of the Supreme Court in *Johnson v. Board of Supervisors* (supra) was not applicable to taxes levied under the School Code. The fact, said the Attorney General, that the proviso had been made into a separate and independent section of the School Code made the 75-cent tax limit applicable to all high school

districts. Thus, in the opinion of the Attorney General, high school districts are at the present time in exactly the same situation, as far as district taxes are concerned, as they were prior to the *Johnson* case.

Disagreement with Attorney General

There are those who do not agree with the Attorney General. Section 2 of the School Code is as follows:

"The provisions of this code so far as they are substantially the same as existing statutes, must be construed as continuations thereof, and not as new enactments." The section was placed in the School Code for the express purpose of providing against contingencies such as the one which has School Code for the express purpose of providing indicates, is that the law as it existed prior to the enactment of the School Code, unless amended by the School Code, was to be the law subsequent to the enactment of the Code. While there was a change in the form of the proviso of section 1755 when it was incorporated in the School Code as section 4.563 thereof, there was no change in the text. It would appear to be reasonable and logical to assume that section 2 of the School Code would apply in the instant case.

Despite the fact that it was assumed by many authorities prior to the *Johnson* case that the 75-cent tax limit applied to all high school districts and that for that reason the proviso was separated from the provisions preceding it and placed in a separate section of the School Code, nevertheless when the Supreme Court held that the limit was applicable only to newly-formed high school districts, that holding determined the law and there is no reason why in levying taxes under the School Code, the holding should not control.

A proposition ought to be considered here. That is whether Political Code sections 1755 (School Code sections 4.530-4.533 and 4.563) and 1756 (School Code sections 4.540-4.548) are at present effective. It would be reasonable to assume that they are not and have not been since the enactment of Political Code section 1612a in 1921. As in the case of elementary school district tax laws (Political Code sections 1838 and 1840) section 1612a undoubtedly operated to repeal, by implication, sections 1755 and 1756. Section 1612a applied to the same situations as did sections 1755 and 1756. There is an irreconcilable conflict between section 1612a and sections 1755 and 1756. However, since the Attorney General has held in his opinions 7089 and 7089a that sections 1838 and 1840 were not repealed by section 1612a it is unlikely that he would hold sections 1755 and 1756 to have been so repealed. It is an interesting question at any rate.

When the Attorney General's ruling held the maximum high school district tax to be 75 cents some high school districts cast longing eyes on School Code sections 4.460-4.468 (formerly Political Code section 1838), thinking to use the 15-cent tax therein provided. The question of their power to do so having been raised, the Attorney General in his opinion 7217 ruled that high school districts were not entitled to levy that tax. In this the Attorney General was quite correct. A study of the sections involved show clearly

that they were from their inception intended to apply to elementary districts only and that the high school district tax rates are controlled solely by section 4.563 of the School Code (formerly the proviso of Political Code section 1755).

Furthermore, it must have been apparent to those who had argued that the Attorney General had correctly construed the law in holding that under the School Code the 75-cent tax limit was applicable to all high school districts, that if 75 cents was the maximum, it was the maximum and could not be increased. If a maximum can be increased it is not a maximum. The proposition proves itself.

It seems to be the prevailing opinion that the restrictions which have been placed upon high school district taxation will, if enforced, seriously affect the finances of the high school districts of the state. Seventy-five cents is not a high tax rate and in some of the smaller districts such a tax rate will raise comparatively little money.

If the Attorney General's opinions are to be considered as correct interpretations of the law, there is absolutely no possibility of high school districts securing more money by district taxation than that afforded by the 75-cent tax. There are no other existing provisions of law which are available to aid high school districts.

Recommendations

The only remedy available to relieve the high school districts of the difficulties with which they have been unwittingly burdened lies in legislation. The following recommendations are offered which, if followed, will do away with the possibility of a recurrence of financial embarrassment to high school districts because of legal technicalities.

1. School Code sections 4.540-4.548 (formerly Political Code section 1756) should be repealed. Their usefulness ceased with the passage of Political Code section 1612a.

In view of the fact that the district budget law (School Code sections 4.360-4.374) is applicable to high school districts the retention of these sections is unnecessary and confusing. The purpose of these sections is accomplished by the district budget law, which undoubtedly was intended to supplant the sections referred to, in a much better fashion without danger of interference from the county superintendent or the county board of supervisors, who, under those sections, have each complete control over the fixing of the amount of money the district will receive.

2. School Code sections 4.530-4.533 (formerly Political Code section 1755) should be repealed. Taxes for newly-formed high school districts may be levied and collected under the district budget law. The retention of the sections enumerated is useless and confusing, tending only to make the law ambiguous and misleading.

3. School Code sections 4.560-4.566 (formerly Political Code section 1757) should be repealed. They provide merely for the levy and collection of the taxes authorized under the sections enumerated in (1) and (2) above. Attention is called, however, to section 4.563 (formerly the proviso of Political Code section 1755) which is the section the Attorney General held fixed a

maximum of 75 cents for all high school district taxes. What maximum rate should be fixed, if any, is a matter for those learned in financial matters. The tax maximum might well be made a part of section 4.490 so that section would be applicable to both elementary and high school districts.

4. School Code sections 4.490-4.492, inclusive, should be moved to follow School Code section 4.374 to make the tax law compact. Section 4.490 should be amended, if thought necessary, to provide for high school district maximum rates of tax.

5. School Code sections 4.570-4.574 relating to the uses of high school district funds should be shifted to a position near the District Budget Law to compact the law.

II. The Burden of Support

Of the total cost of maintaining an average high school district in California, the United States contributes .2 per cent, the state contributes 7.2 per cent, the county 15.6 per cent and the district 77.0 per cent. The district, which is in most instances the agency least able to bear a heavy burden, is nevertheless compelled to shoulder the greatest portion of the burden of supporting the district. That this is unfair and results in the crippling of the functions of many high school districts are established and recognized facts. Correction of the condition lies in amending the present legislation so that the state and county will bear that proportion of the burden which is rightfully theirs.

a. State Support

The Constitution, Article IX, section 6, provides that the state shall place in the state high school fund an amount which will provide for distribution each school year, not less than \$30 per pupil in average daily attendance in the high schools of the state during the preceding school year. It should be noted that \$30 per pupil is not the maximum amount which the legislature is empowered to allow. It is the minimum below which the state cannot go.

School Code section 4.31 provides for the transfer annually from the state general fund to the state high school fund, of an amount equal to \$30 per pupil in average daily attendance in the high schools during the next preceding school year plus one-half the excess cost incurred by high school districts in educating physically handicapped pupils. Here we see the minimum of \$30 per pupil fixed by the state constitution has been adopted by the legislature as the amount the state will give. The amount contributed by the state could therefore be increased by amending School Code section 4.31 to fix a higher sum than that allowed at present, without reference to the constitution, the provisions of which fix no maximum.

b. County Support

The Constitution in Article IX, section 6 thereof, imposes upon the legislature the duty of requiring each county to annually raise an amount of money which shall equal not less than twice the amount to be received by the county for the support of high schools within the county during the then current school year, but

this amount must not be less than \$60 per pupil in average daily attendance in the high schools of the county during the preceding school year. Here, as in the case of state support of high schools, the legislature has not fixed a maximum, but has instead fixed a minimum.

The legislature in carrying out the mandate of the legislature has provided, in School Code sections 4.250-4.261, the amount each county must raise. The county superintendent allows \$60 (the minimum fixed by the constitution) for each pupil residing in his county in average daily attendance upon the high schools of his county or of adjoining counties (School Code section 4.252).

To the amount so determined he adds—(1) a sum not in excess of \$5 per pupil so attending to reimburse the districts of his county for amounts expending in transporting to the high schools of the districts pupils living in the county but not in any high school district (School Code section 4.255); (2) one-half the excess cost incurred by the high school districts of his county of educating physically handicapped pupils with a maximum of \$100 for each such pupil (School Code section 4.258).

The total of the amounts computed as outlined above is then compared with the total the county will receive from the state high school fund during the current school year and the larger of the two amounts is the minimum amount the county must raise by a county high school district tax and place in the county high school fund for apportionment to the high school districts of the county (School Code sections 4.260 and 4.261).

It is obvious under the above provisions that the amount the county must contribute in any one year toward the support of the high school districts of the county is, even with the extras allowed, very little more than \$60 per pupil in average daily attendance in the high schools of the county during the preceding school year.

It has been pointed out above that the amount which the constitution requires counties to raise for high school purposes is not a maximum, but is a minimum. The legislature has, however, seen fit not to require counties to raise more than the minimum.

A county may, however, if it wishes, raise more than the compulsory minimum for the reason that School Code section 4.271 fixes the minimum rate of the county high school tax at an amount sufficient to raise not less than the amount determined by the county superintendent and required to be raised by the county.

The point, however, is not that a county may raise more than the minimum, but that the counties are not required to raise more than the minimum fixed by the constitution. An amendment of section 4.252 of the School Code to fix an amount of more than \$60 is the obvious procedure for increasing the county's share of the burden of high school district support.

c. Resume

To sum up the situation briefly, the contribution of the state toward the support of high school districts may be increased by amending School Code section 4.31 to fix whatever amount

is desired as the state's annual share of the burden of cost per unit of average daily attendance, and the contribution of the counties may be increased by amending School Code section 4.252 to fix a more equitable share of the burden per unit of average daily attendance upon the county.

* * *

Helpful Recipes

MRS. EUGENIA WEST JONES, prominent Los Angeles kindergartner and member of the C. T. A. Board of Directors, suggests that we maintain a monthly department of recipes which teachers have found helpful in their work. Contributions to this new department are hereby invited. Mrs. Jones supplies the first as follows:

"Blowing soap bubbles is more than a pipe-dream to the kiddies. Their enjoyment of this pastime may be enhanced by adding a little gum arabic to the soapy water as it is being prepared for the youngster.

"The bubbles will have an elasticity that will add greatly to the fun. The bubbles will be tough enough to roll about the floor in an amusing way for several minutes."

* * *

Los Angeles--1931



Dr. Willis A. Sutton, President of the National Education Association, which meets in Los Angeles next summer. Dr. Sutton will address C. T. A. conventions this winter.



School Books and Others

Teachers are invited to contribute brief notes concerning literature that has been especially helpful to them in the course of their work or their leisure.

"Caminos Viejos"

ROY W. CLOUD

ONE of the most distinctive books on California history that has ever come to our attention has just been received from the printing department of the Santa Ana High School and Junior College. The name of the book is "Caminos Viejos"—"Old Roads". The title page describes the stories as "tales found in the history of California of especial interest to those who love the valleys, the hills and the canyons of Orange County, its traditions and its landmarks, by **Terry E. Stephenson**".

Mr. Stephenson, the author, is a Stanford man who for 25 years has been editor of a paper in Santa Ana. During his residence in that city he collected stories of the beginnings of the county and has in the most interesting and fascinating manner portrayed them for posterity.

Thomas E. Williams, the director of the Department of Printing of the Santa Ana High School, is responsible for the type, the printing, press work and binding which are all really remarkable. "Caminos Viejos" is a distinct addition to Californiana.

Mr. Williams in his introductory remarks says that as director of the Department of Printing of the Santa Ana High School and Junior College it seemed fitting that a project of merit should be occasionally sponsored by his department which will record bits of state and county history of worth while events of real life.

The wood-engravings, which add very materially to the volume, are the work of Miss Jean Goodwin, a graduate of Santa Ana High School and Chicago Institute of Art. Miss Goodwin was assisted by Arthur Ames.

The binding of the book is most effective, it being in brown tooled leather with a simple raised die of two long, old-fashioned rifles with powder horns.

The first printing of the book, a de luxe edition of 250 copies, was sold in ten days after the job was off the press. Another printing is now ready. The list price will be \$5. Anyone desiring a copy of the book should write to Thomas E. Williams, Department of Printing, Santa Ana High School, Santa Ana, California.

Oakland--A Story for Children

ROY W. CLOUD

THE Oakland Board of Education has just sent out from the McClymonds High School Printing Shop a most interesting history of the City of Oakland for the primary grades.

The history was prepared for the children of Oakland by the following teachers of the department:

Regina Kent, Frances M. Pope, Helen M. McLaughlin, Ruth Burlingame, and Alma Blake. The designing and printing were cared for by the students of the McClymonds High School Printing Shop.

In his preface Superintendent Willard E. Givens outlines the purpose of the book. There being no publication available which would bring to the children of Oakland a real knowledge of their home community, the teachers and the Oakland Chamber of Commerce determined to prepare a project which would record the history and traditions of their community and create not only a broader knowledge of local affairs but a greater love for their home city, Oakland.

Roy T. Grainger, the supervisor of social studies, in the "Foreword," designates the book as a most delightful little volume marking a new era wherein teachers not only formulate their own courses of study but write the books necessary to carry through their work.

The story opens with an intimate account of the Indian children playing by the side of a beautiful bay. It then carries on the story of the family of the chief of the rancheria. The life of the Indians and their happy days are told until the coming of Don Luis Peralta whose Spanish grant covered the now flourishing east bay city. Later days in Oakland are storied with all of the industries, beauty spots and the resources of the city explained. The fire, the health and the police departments are featured.

The pictures accompanying the different chapters graphically portray the development of one of the most rapidly growing sections of the state.

The thread of the story of a marvelously fine school system is woven throughout the book. Mr. Givens and his department are to be congratulated on sending out such a fine little volume.

Capistrano Nights

Tales of a California Mission Town, by Charles Francis Saunders and Father St. John O'Sullivan, Pastor of Mission San Juan Capistrano, California; illustrated by Charles Percy Austin.

THIS volume of stories gives to the people of California a number of tales of an old mission town which are both interesting and instructive. The stories are told in an entertaining fashion and hold one from the beginning to the end. It is a distinct addition to California literature. The reader is taken back over the old trails to 1776 and allowed to live over again the romantic story of our state.

The publisher is **Robert M. McBride**, 7 West 16th Street, New York City.

* * *

Miss Marjorie R. Davis of La Mesa, teacher in the Roosevelt Junior High School, San Diego, has written and produced an excellent play entitled, "**A Roosevelt Program, A Birthday Commemoration Program**".

Because she could find no program acceptable or appropriate to the Junior High group scheduled to produce an assembly honoring the man their school was named for, Miss Davis, the dramatic director, after thoroughly soaking in biographies of Theodore Roosevelt's life, evolved the half-hour program here given. It was so successful she thought it might appeal to other schools.

The four scenes are easily staged. While the original settings are given, other directors may have scenery and props for a more elaborate production. The play is published in a twenty-page pamphlet by the **Walter H. Baker Company**, 41 Winter Street, Boston, Massachusetts.

* * *

The Thackeray Alphabet by William Makepeace Thackeray, with Thackeray illustrations. Published by Harper and Brothers.

"E stands for Eddy, and for him I took

Pains to compose this entertaining book."

Such was Thackeray's own explanation of this little alphabet book, which he spent a day in designing for the small son of friends he was visiting. The original manuscript has been kept in a silk cover by the descendants of Eddy until now it is published for the first time.

Children and grown-ups will get many a laugh over the absurd verses and ridiculous illustrations made by one of England's greatest humorists.

The publishers keep the spirit of the original, and the pages carrying the illustrations are facsimile reproductions of the manuscript.

* * *

Factors in the Sex Life of Twenty-two Hundred Women. By Katharine Bement Davis, Ph. D.; 439 pages: Harper and Brothers, 1929.

Probably the most authentic and searching study ever made of the sex lives of women. The reader is impressed by the scientific tone of the book, on the one hand, and by the frankness of its revelations, on the other.

This book will be of inestimable worth to all who are interested in mental and physical

hygiene, especially educators, physicians and parents. And many intelligent women will find in it knowledge basic to their own mental hygiene.—**Elmer H. Staffelbach.**

* * *

Creative Dramatics for Upper Grades and Junior High School by Winifred Ward; 296 pages, including a ten-page play list; published by D. Appleton and Company 1930; price \$2.25.

This book treats of the planning and directing of courses in creative dramatics. Emphasis is laid upon student initiative and originality. Dramatic courses for the junior high grades are suggested. The technical details involved in directing, costuming, and staging a play are specifically treated, and a number of illustrations furnished. The book will be found helpful by teachers of junior high school dramatics.—**Elmer H. Staffelbach.**

* * *

Readings in Community Life, by Howard C. Hill; 634 pages, including a number of illustrations; published by Ginn and Company, 1930.

This is a companion volume of readings which may be used with the author's **Community Civics**. It will also be found useful as a supplemental volume to furnish suitable concrete material to go with the more abstract content of any book on civics for the junior high school grades.

The readings are well-selected and are arranged conveniently into twenty title-groups related to civic topics.

* * *

Handcraft—price \$1.50. Playground and Recreation Association of America, 315 Fourth Avenue, New York City. Eighty pages of full-size plans and patterns. To help the modern child to know the age-old joy of creating things with his hands is the purpose of this new and enlarged issue of "Handcraft".

In the book, the school, playground, summer camp, church, and home will find answers to the constant question of childhood, "What can I do now?" Handcraft is increasingly recognized as a medium for education and for the acquiring of skills and interests that make for life-long enjoyment.

* * *

In **The American Road to Culture** Dr. George S. Counts has endeavored to abstract from American social and educational practice the principles and ideas that shape the conduct and evolution of education in the United States.

Dr. Jesse H. Newlon, Director of the Lincoln School, New York City, states that "this book will startle the complacent, shock the smug, provoke discussion on every hand, and be most refreshing to those who are deeply concerned that education be made socially more effective. It is one of the five or six most important books on education that have appeared in America in the twentieth century." Published by the John Day Company, 386 Fourth Avenue, New York City; \$2.50.

* * *

Florence Estes, teacher in the Trinity County High School, has married R. A. Greenwell, manager of the Trinity Journal of Weaverville.

Ode to the Janitor

MARIAN ASPEN

Baldwin Park

EVERY one has his troubles,
And some are hard to beat;
We're chasing elusive dollars
Trying to make ends meet.
No one is quite contented
With his own lot, as a rule,
But one man who needs our sympathy
Is the janitor of

the
Activity
School.

Time was when each room was spotless,
Not a speck to be found on the floor,
But now he must sweep and shovel
Soil, shavings, paint and gore.
He must pick his steps around castles,
Lest he fall over draw-bridge or moat;
He must leap over farm yards and dairies
Till he thinks he's a mountain goat.

Here a leaning tower must be dusted,
There a factory straightened with care,
Alas, if a silo is broken,
Or some other project rare.
So the janitors life is harried,
But he's patient and kind as a rule,
For he's being educated, also
In the

Activity
School.

* * *

Seth Parker's Album

DEVOTEES of Seth Parker who take their Sunday evening prayer meetings via the radio will find solace for the evenings they missed Seth's broadcasts in reading "Seth Parker's Album" just from The Century Co. press.

In this book are a dozen or more of Seth's famous "stories" and hundreds of his quaint aphorisms as told to the Sunday night "githerings" at Jonesport. The poem "The Country Doctor", which was given over the radio not long ago, is alone worth the price of the book.

The first impulse of the reader is to go through the "Album" from kiver to kiver in one "settin'" and then he will want to read it on the installment plan to the family and friends who foregather around the fireside from time to time. He may rest assured that his audience will hark with pleasure to his rendition of selections from "Seth's Album".

Seth Parker's Album—\$1.50. The Century Co., 353 Fourth Avenue, New York City.

Sky at Night

Mrs. Myrtle D. Ensign, Principal in the Belvedere School, Marin County, has sent us the following poem by Mary Entwistle, 12 years old and in the seventh grade:

THE moon, a shining yellow ball,
Has chased away the sun,
And now the stars will all come out
To have a night of fun.
The Little Dipper swings and swings
Around and 'round the stars.
And Canus Major wags his tail;
Then growls and howls at Mars.
Orion strides from east to west,
He is the guardian here;
He lets no thing but moon or stars
Approach him, or come near.
Leo, the lion, stalks around,
And watches from his lair.
While Cassiopia's queen upon
Her throne high in the air.
But when the sun comes o'er the hills
And shines so clear and bright;
The moon and stars go twinkling home
To wait another night.

* * *

Note for Teachers

LOUISE BRUNDAGE, San Bernardino

I NO can play with little Ike
Cause I'm a Mex and he's a kike.
And Ike no play with Sakiu
For he's a Jap and that won't do.
Our Rosa is so very sweet
We all would like with her to meet
But she's a Wop so it's not right,
Not even on the darkest night.
But teacher say we're all alike
The Jap and Mex and Wop and kike.
And then she smile at Sakiu
And with her hand pat little Jew,
And all the while she look at me
Her eyes they say, "I like you, see."
Some day I'm going to say, "How-do"
To every Jap and Wop and Jew
And ask them would they like to play
And all be 'Mericans a day.

* * *

Vallejo is to have a new junior high school, to cost \$200,000, according to Superintendent of Schools Elmer L. Cave. The structure will be of the Mission type and unusually beautiful and adequate.

The Work-Play Books

MACMILLAN COMPANY has issued a series of four readers entitled the Work-Play Books. The titles are:

Primer—Peter and Peggy

First Reader—Round the Year

Second Reader—Friendly Stories

Third Reader—Make and Make Believe.

The authors are Arthur I. Gates and Miriam Blanton Huber. The books are profusely illustrated in colors; the type is unusually large and clear; the bindings are handsome and substantial.

What is more important, the reading material itself is of high standard of excellence. California primary teachers will find the **Work-Play Books** to be thoroughly modern, attractive and interesting.

* * *

FOR the person called upon to start a basic book collection for a high school, the American Library Association has just published a list called **500 Books for the Senior High School Library**.

Selections, made by the vote of 24 representative high school librarians, have been so carefully chosen that they form a practically indispensable collection. Descriptive notes are furnished for each title and buying information is also given. Cataloging and classification arrangement is provided with the future growth and enrichment of the library in mind.

* * *

American Association for the Old Age Security has headquarters at 22 East 17th Street, New York City. The executive secretary is Abraham Epstein. There is a general movement throughout the states in the enactment of old age pension laws.

* * *

A. R. Clifton, Superintendent of Schools, Monrovia, in a significant recent address before an educational group in San Diego, on the theme, "**Freedom in Education**" states that "evidently if we are headed toward child freedom, as advocated by some very sound and respected thinkers in modern education, some new sign-posts will have to be painted for many teachers colleges.

"New methods and new machinery will have to be provided. Child Freedom? Yes. Tempered freedom—not individualism; freedom that is amenable to leadership—a more responsible, efficient and soul-building leadership than we have on the average today."

* * *

GRADED LIST OF BOOKS FOR CHILDREN,

In a second and entirely revised edition just published by the American Library Association, presents approximately 1200 titles suggested for purchase by the school library in the first nine grades including the junior high school.

Books for home and leisure reading have been chosen to link up interests aroused in the classroom and to create new interests for children whose contacts outside of school are limited. Although the volumes are arranged in three groups, for grades one to three, four to six, and seven to nine, a specific grade or range is assigned to each title. Buying as well as cataloging and classification information is also furnished.

Frederick Kellogg Blue, teacher in the Polytechnic High School, San Francisco, has prepared a valuable paper entitled "**Twenty-Four-Hour Emotional Training Schools**" in which he declares that a number of forward-looking recent experiments have demonstrated that the most of this vitally needed training in behavior habits may readily be accomplished in the public schools.

Teachers colleges are giving very great attention to teaching methods which will much better lead children to form those behavior habits which will most successfully meet the situations of life.

But until all teachers and administrators have learned such methods, and for handling the more difficult cases to which the regular class teacher cannot devote adequate attention, it is most desirable to conduct special schools to assist parents and teachers in the efficient training of children who otherwise become delinquent.

* * *

Harry Hopkins Haworth, supervisor of visual education, and **Margaret Sloan White**, teacher of visual education, Pasadena City Schools, in a recent report state that a hundred per cent increase in the circulation of visual aids, as a result of the conferences held with the teachers.

An average of 1500 pictures, exclusive of motion pictures, are sent out each week, as against 750 per week for the close of the previous term.

All teachers of each of the elementary grades and representatives of the departments of the secondary schools meet once each semester in the exhibit room of the department, where instruction is given in the operation of projection equipment, suggestions for the study of visual aids, and a demonstration of the new pictures which have been added to our library.

So many of the teachers express a feeling of surprise at the great quantity of instructive and artistic pictures which are available for illustrating the subjects they are teaching, and are very appreciative of the opportunity of using them.

* * *

Dr. Willis A. Sutton, President of the National Education Association, was honored recently at a great dinner of appreciation by the people of Atlanta, Georgia, where he is city superintendent of schools.

* * *

Teachers Convention at Chico College

THE counties of Butte, Colusa, Glenn, Plumas, Tehama, Shasta, Modoc, Lassen and the city of Chico will hold a joint teachers convention at the Chico State Teachers College beginning October 20 and continuing on through five days.

The teachers who desire may enroll for a study-program for credits, spending three hours each morning for the five days. The afternoons will be occupied with lectures and musical numbers.

Jay Partridge, superintendent of schools of Butte County, is president of the organization which works out the details of a course and the programs. **Mrs. Vivian Long**, superintendent of schools of Plumas County, is the secretary.

President Osenbaugh and **Professor C. K. Studley** of the Teachers College and **Helen Heffernan**, chief of the division of rural education, are assisting in the preparation of plans.

Los Angeles and Berkeley Adopt **CALDWELL AND CURTIS** **INTRODUCTION TO SCIENCE**

Los Angeles adopted this book for exclusive use after a careful examination of six textbooks in general science. Berkeley also adopted it. So, too, have other large cities from coast to coast such as St. Paul, Sioux Falls, Grand Rapids, Buffalo, Albany, Newark and Reading.

Why has this new book been so widely accepted at once? Because here for the first time a textbook has given a scientific answer to the question of what topics should compose the course in general science, and what relative emphasis these topics should receive.

Here the foremost methods of modern pedagogy have been put into practice. There are (1) Eighty-eight experiments and twenty-six projects. (2) Special reports. (3) A simple statement of 14 characteristics of the scientific attitude, followed by puzzles and games which give practice in the use of these attitudes. This is the first book to our knowledge which utilizes this scheme. (4) The vocabulary has been scientifically checked by the vocabulary studies of Thorndike and Powers. (5) The subject matter is organized on the unit plan. (6) The material is arranged along three levels of difficulty. (7) The selection of subject matter is based on an investigation by Dr. Curtis, which synthesized the results of all published researches in this field. (8) There are excellent illustrations. Every general science teacher will want to see a copy of this new book. Price \$1.68.

A Workbook and a Testbook to accompany Introduction to Science are also available.



FIG. 3. OBSERVING, THINKING, AND
EXPERIMENTING

Ginn and Company

45 Second Street

San Francisco

Joseph W. Johnson of Sacramento

JOSEPH W. JOHNSON, for 51 years a principal in the Sacramento City School Department, has retired. He was born in Hempstead County, Arkansas, in 1848 and came to California across the plains in 1852. His family settled at Elmonte, 12 miles from Los Angeles, leaving there in 1866 for Watsonville. They then went to Snelling, Merced County, for one year, from there to Tuttle Town, four miles from Sonora, then to Cacheville, Yolo County, and to Colusa in 1859. Later the family moved to Sacramento County where they lived until 1867.

Mr. Johnson attended the old Cumberland Presbyterian College at Sonoma and graduated in 1870. He taught school from 1870 to 72 in Sacramento County, then taught two years in Modoc County. His next five years up to 1879 found him teaching in Lake County and Cloverdale. He came back to Sacramento in 1879 as principal of the old Franklin School. Later Principal of the Capital, Harkness, and for the last 18 years Principal of the William Land School.

His services as principal for 51 years in Sacramento City has been an enviable one, giving all his time and energy to school work. Always kind, energetic, loyal and willing to co-operate with progressive ideals and always ready to make his work fit in with the great changes which have come about in the last 50 years. Mr. Johnson is still hale and hearty and expects to enjoy a well earned rest from school duties.—Chas. C. Hughes, Superintendent of Schools, Sacramento.

* * *

Lions and Tigers and Elephants, Too, a delightful illustrated book for little children, by Berta and Elmer Hader, published by **Longmans, Green and Co.**, 55 Fifth Avenue, New York City, \$1.25.

Also **"The Lazy Teddy Bear"** by Planck, \$1; **"When Star Children Play"** by Klett, \$1.50; and **"Tommy-Tatters"** by Moe, \$1.50; published by **Longmans, Green**. These four books are well recommended for little children.

* * *

A National Study of Teachers

THE Department of the Interior through its Office of Education is proceeding "to make a study of the qualifications of teachers in the public schools, the supply of available teachers, the facilities available and needed for teacher training, including courses of study and methods of teaching," as authorized by the recent Congress.

Secretary Wilbur announced the appointment of Dr. Edward S. Evenden of Columbia University as Associate Director of the Teacher Training Survey, working under **Dr. William John Cooper**, Commissioner of Education, who functions as Director. Dr. Ben Frazier of the Office of Education will officiate as Administrative Assistant in this study.

The recent Congress provided \$200,000 to be used in this study of teacher training. Of this, \$50,000 is available for expenditures during the present year.

President Hoover's School

IN the Blue Ridge Mountains of Virginia, near Dark Hollow, President and Mrs. Hoover at their summer camp in Shenandoah Park, made the acquaintance of a 12-year-old boy, Ray Buraker. The lad presented Mr. Hoover with a live opossum.

Through the acquaintance, the President became familiar with the need for more schools



An opossum started it.

in that region, and with the aid of a few friends, arranged to have built for the mountain children the school shown in the accompanying photograph. The school has accommodations for thirty pupils.

The American Seating Company, world's largest manufacturers of school desks, took special



A happy, modernized school.

pride in supplying the desks for this completely modernized school. Californians will recognize from the pictures that the school-building possesses some of the features of the better California rural schools.

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| _____ copies Four and Twenty Famous Tales | At 24c a copy. At \$2.40 a doz. | _____ copies GOLDEN BOOK of Favorite Songs | At 20c a copy. At \$2.00 a doz. |
| _____ copies Stories I Like with Pictures By Me | At 24c a copy. At \$2.40 a doz. | _____ copies GRAY BOOK of Favorite Songs | At 20c a copy. At \$2.00 a doz. |
| _____ copies Read and Do | At 20c a copy. At \$2.16 a doz. | _____ copies Beginner's Book in Writing and Spelling | At 20c a copy. At \$2.16 a doz. |

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All prices are postpaid. Our catalog gives complete descriptions. A copy was mailed to you shortly before the publication of this Journal.

Teachers of Deafened Adults

FROM a small beginning with 9 members in December 1928 the **California Association of Teachers of Deafened Adults** has grown to 45 members in September 1930. Of this number 31 are in Southern California, 13 in Northern California and 1 in Salt Lake City. Nineteen teach in the public schools of California, 2 in private schools, 3 are teaching children and others are active in club and league work for the hard of hearing.

The purpose of this organization is to work with other organized educational associations to spread a knowledge of all branches of the work for the deafened adult and to aid the teachers of such adults with their various problems. All teachers of deafened adults and others interested in the problems of the deafened adult in California are eligible to membership.

The California Association of Teachers of Deafened Adults holds regular sessions under the Teachers Institute for which attendance credit is allowed. It meets as a part of the session on adult education, thus recognizing that its problems are to be viewed not only from the standpoint of the handicap but also from the point of view of the adult.

Though firmly believing that lip-reading is the cornerstone upon which the rehabilitation of the deafened can be built, the California Association does not limit its activities to an interest in lip-reading but desires to be effective in other social and employment problems of the deafened, and to be co-operative with other educational associations and with the rehabilitation officers of the State of California.—Helen Scriver, Secretary, Santa Barbara.

* * *

Gayle Pickwell, editor of "Nature Study Illustrated," announces the new nature study service now inaugurated by the University of California Department of Visual Instruction, Berkeley.

It consists of pictures on strips of film prepared for projection, much as are lantern slides, in a film projector.

There are approximately 25 pictures on each strip, with titles; they are accompanied by a syllabus which explains them fully. These picture strips are issued monthly during the school year. They become the property of the school subscribing to them.

All teachers who are interested are invited to write directly to Mr. Pickwell.

* * *

Marietta Vinson, of the California School for the Deaf, reports notable progress in the work of Northern California council for the education of exceptional children.

The officers are: President, Elwood A. Stevenson, Berkeley; secretary-treasurer, Katherine Inglis, San Francisco. Board of Directors: Elwood A. Stevenson, president; Zella M. Ryan, Mrs. Mabel F. Gifford, Robert S. French, John Louis Horn, Alexander C. Roberts, Mrs. Mary Fitz-Gerald.

* * *

Earl DuLaney, the newly elected principal at Calistoga Elementary School, Napa County, reports that there is to be erected a new elementary school building, to cost \$70,000.

An Important Educational Movement

THE equipping of adults, first to understand sex in their own lives and secondly, to give intelligent sex instruction to children and adolescents, appears to be the main purpose of the present day movement in sex education.

California has an interesting and ever-widening application of this universal movement in the activities of the **Social Hygiene Education Association**, with headquarters at 68 Post Street, San Francisco. During the coming semester comprehensive courses in sex education will be given under its auspices in the Oakland Extension Division of the University of California, the San Francisco State Teachers College, Extension Division and the Adult Education Department of the Oakland Public Schools.

Henry M. Grant, director of the association and recognized authority on sex-social problems, will conduct a 60-hour series of lectures in each of these centers, while additional courses, directed by other leaders, will be made available.

In these courses, which comprise a factual and psychological discussion of sex, an effort is made to un-emotionalize a hitherto extremely emotional topic. Frankness, normality and idealism are stressed and in an endeavor, not to emphasize sex for itself, but, through a thorough understanding of the part it plays in life, to build a constructive philosophy toward its reality.

In addition to specific courses the association offers a consultation service and the use of its selected library to interested persons desiring individual guidance in this field. Daniel W. Hone is its president, while Dr. Harry Beal Torrey, of Stanford University, Dr. Edward W. Twitchell, University of California, Dr. S. A. Goldman, social hygiene committee of the San Francisco Community Chest, Dr. William Palmer Lucas, and Dr. Russel F. Rypins of the University of California, Dr. Mary H. Layman, Stanford University Hospital, and Dr. William C. Hassler, head of the San Francisco Department of Health, are members of a directorate comprising thirty well known names from the ranks of educational and professional life in the San Francisco Bay District.

Dr. Ray Lyman Wilbur, Secretary of the Interior and President of Stanford University, recently made the following signed statement concerning this Association:

"I consider the work of the Social Hygiene Education Association highly constructive, sensible, sound, and a piece of intelligent social preventive work that will promote human happiness much more effectively than vastly larger sums spent in salvage and relief."

* * *

The **Brawley Elementary School District** has abandoned its policy, of several years standing, against the non-employment of married substitute teachers as regular instructors.

Harry A. Skinner, who has served as supervisor of attendance for the past six years in the office of H. C. Coe, County Superintendent of Schools of Imperial County, has accepted a position as supervisor of rural schools in the office of the Superintendent of Schools of Santa Barbara County.

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A Retirement Plan

(Continued from Page 11)

CONTRIBUTIONS: By Teachers. Teachers will contribute at 4 per cent of salary.

By State. The state will make the contributions needed in addition to members' contributions and the assets of the existing fund in order to provide the benefits allowable. It is proposed that the state make two contributions, a normal contribution based on the total payroll which will cover the cost of current service, plus an accrued liability contribution payable for a limited period in the future, until the accrued liability has been liquidated.

* * *

The Schools at the Fair

Educational exhibits at the California State Fair were declared by judges to be larger and better quality than ever before in the history of the exposition. A feature of the displays in the educational building was the increased number of booths representing the work of small, one-room rural schools.

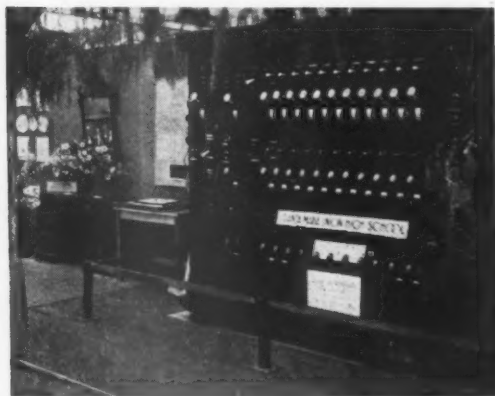
The exhibits showed the educational facilities of the state schools to be growing greater and more varied at a rapid rate.

* * *

Santa Maria Exhibit

THE Santa Maria Union High School, of which A. A. Bowhay, Jr., is principal, has a noteworthy Electrics class. This class recently constructed a stage switch-board which was exhibited at the Santa Barbara County Fair. He states:

"This is one of the most wonderful pieces of



Stage switchboard by Santa Maria students

construction work ever seen and our State Department officials were very impressed with it. The instructor, Mr. Harold Foster, we recruited from industry and he has been doing remarkable work."

"All of the furniture displayed was built in the Wood-Working Department. The glider which was exhibited was built in our shops and has been very successfully flown by students at the local air port."

The New Census

LAATEST population figures for the United States, by states, based on the supervisors' count from the returns of the 1930 census, have been received by us from the U. S. Census Bureau, as follows:

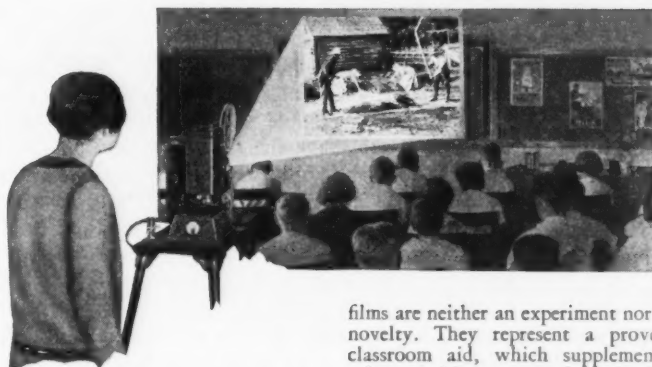
Rank	State	Numerical increase	
		Population	since 1920
1	New York	12,619,503	2,234,276
2	Pennsylvania	9,640,802	920,785
3	Illinois	7,607,684	1,122,404
4	Ohio	6,639,837	880,443
5	Texas	5,821,272	1,158,044
6	California	5,672,009	2,245,148
7	Michigan	4,842,280	1,173,868
8	Massachusetts	4,253,646	401,290
9	New Jersey	4,028,027	872,127
10	Missouri	3,620,961	216,906
11	Indiana	3,225,600	295,210
12	North Carolina	3,170,287	611,164
13	Wisconsin	2,930,282	298,215
14	Georgia	2,902,443	6,611
15	Alabama	2,645,297	297,123
16	Kentucky	2,623,668	207,038
17	Tennessee	2,608,759	270,874
18	Minnesota	2,566,445	179,320
19	Iowa	2,467,900	63,879
20	Virginia	2,419,471	110,284
21	Oklahoma	2,391,777	363,494
22	Louisiana	2,094,496	295,987
23	Mississippi	2,007,979	217,361
24	Kansas	1,879,946	110,689
25	Arkansas	1,853,981	101,777
26	South Carolina	1,732,567	48,843
27	West Virginia	1,728,510	264,809
28	Maryland	1,629,321	179,660
29	Connecticut	1,604,711	224,080
30	Washington	1,561,967	205,346
31	Florida	1,466,625	498,155
32	Nebraska	1,378,900	82,528
33	Colorado	1,035,043	95,414
34	Oregon	952,691	169,302
35	Maine	800,056	32,042
36	South Dakota	690,755	54,208
37	Rhode Island	687,232	82,835
38	North Dakota	682,448	35,576
39	Montana	536,332	12,557
40	Utah	502,582	53,186
41	District of Columbia	486,869	49,298
42	New Hampshire	465,293	22,210
43	Idaho	445,837	13,971
44	Arizona	435,833	101,671
45	New Mexico	427,216	66,866
46	Vermont	359,092	6,664
47	Delaware	238,380	15,377
48	Wyoming	224,597	30,195
49	Nevada	90,981	13,574
United States		122,608,190	16,087,570

* * *

Frederick H. Clark, who has been identified with the San Francisco high schools for over fifty years, has recently retired. He served as a teacher and then as principal of the Boys High School and later of Lowell High School, and was prominent in California school circles.

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C. T. A. Board of Directors

(Continued from Page 9)

Third, that a modification of the law of 1924 be passed, with the inclusive of districts with schools of fewer than eight teachers. This law would establish boards of referees appointed by the State Superintendent of Public Instruction or the State Superintendent himself to consider procedure before appeal could be made to the courts. The Board further felt that any bill which was presented should include the provision that the teacher should have the right of appeal to the courts should she so desire.

A further suggestion was that (in the making of a bill for tenure) the grounds for dismissal should be educational and that any charges involving morality should be referred to the county board of education as grounds for revocation or suspension of credentials.

Dr. William Proctor of Stanford University and Dr. E. H. Staffebach, director of research, appeared before the Board and requested an appropriation of \$1000 for a study to be made by the Committee on **Administrative Units** of Education. Superintendent A. R. Clifton, chairman of that committee, by letter made the same request.

Dr. Proctor explained that the federal government had appropriated a like amount for the study of three counties of California in order that the federal investigation of education might have a basis of understanding of California conditions. Dr. Proctor, in pursuing the federal study which is being made under his direction, had used the blanks and questionnaires prepared by Dr. Staffebach.

After considerable discussion the Board allowed an amount necessary for the study of four additional counties which should not exceed \$1000, said money to be used at the discretion and under the direction of the State Executive Secretary upon requisition from the Director of Research.

A letter from Mrs. Susan M. Dorsey, chairman of the **State Commission for the Study of Educational Problems**, on the same subject, was read and ordered filed.

The matter of **retirement** was discussed. Meetings had been held in several parts of the state, particularly in Los Angeles, Oakland and San Francisco. Many members of the Association had expressed themselves as being desirous of securing the employment of **George B. Buck** (consulting actuary of New York City) to prepare a retirement bill to be submitted to the teachers and if approved by them, to the California legislature.

The president instructed the state executive secretary to secure the services of Mr. Buck. This action upon the part of President Gwinn was authorized at the last meeting of the State Council of Education. At that time the Council instructed the president and state executive secretary to employ such actuarial assistance as might be necessary.

After considerable discussion the Board decided to request Mr. Buck to prepare a bill which would in a measure conform to the suggestions of the State Council if in his opinion such a proposal should appear to be for the best interests of the teachers. If the proposal of the State Council would not conform to the best actuarial practices, then Mr. Buck was authorized to make whatever changes he deemed necessary for the best possible retirement plan.

The secretary was also instructed to write to the Section secretaries whose meetings will be held in December to ascertain whether or not they would be willing to co-operate with the Board of Directors to invite Mr. Buck to California during Institute week to describe his proposals and fully inform the teachers of them.

On motion of Mr. Good, seconded by Mr. Stewart, the secretary was instructed to have for the October Sierra Educational News a descriptive article concerning Mr. Buck and his work with other state associations.

The next meeting of the Board of Directors was fixed for Monday evening, September 29, at 6 p. m. at Tahoe Tavern. This meeting is to be held in connection with that of the School Superintendents Association of California.

E. G. Gridley, manager of the California Teachers Association Placement Bureau, appeared before the Board and discussed placement and retirement. As chairman of the Retirement Salary Committee of the State Council he expressed his appreciation of the action of the Board in asking Mr. Buck to prepare plans and a bill for our state. He also discussed the various phases of placement activity which related to placing of elementary and special teachers.

Dr. Staffebach spoke of the work of his department and expressed his thanks to the Board for the generous support which had been given to him.

Mr. MacCaughey, editor of the Sierra Educational News, expressed appreciation for the co-operation of the members of the Board.

Mrs. Eugenia West Jones discussed **teacher welfare** (home for aged teachers) as it is being

(Continued on Page 54)

MACMILLAN

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That Cheers!****When You Are Under T. C. U.
Umbrella**

One teacher out of every five loses pay some time during each school year on account of sickness, accident or quarantine. Not only do they lose pay, but they have staggering expenses to meet, such as heavy doctor bills, hospital bills and nurse bills, that often wipe out their savings or run them deeply into debt. It also means worry, which is likely to prolong disability.

To those who have been thoughtful enough to provide themselves with adequate T. C. U. protection, sickness, accident or quarantine means the coming of the T. C. U. Check and the freedom from worry. It means that extra expenses can be met without using up savings and without sacrificing a vacation trip or other plans. The T. C. U. Check helps to make pay day certain.

T. C. U. Check Stops Worry

Bertha M. Hurtt, Los Angeles, Cal., recently wrote: "Thank you for your usual prompt service and the always welcome words of sympathy and good wishes. Perhaps the further one gets from one's childhood home and the dear familiar things, the more one appreciates the feeling of security and care that comes with such friendly folk as the T. C. U."

Get Under the T. C. U. Umbrella

You, too, can be sure of receiving "the check that cheers" by getting under the T. C. U. Umbrella (joining the T. C. U.). Then when sickness, accident or quarantine robs you of your salary, the T. C. U. Check will come to help pay your bills. Fill out the coupon and mail for complete information. Your inquiry places you under no obligation.

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I am interested in knowing about your Protective Benefits. Send me the whole story and booklet of testimonials.

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(Continued from Page 52)

conducted in the Southern Section of the California Teachers Association. She expressed the wish that at some time this might be developed into a statewide idea with support from all sections rather than from the Southern Section alone. No action concerning this proposal was taken.

Mrs. Jones having brought back from Georgia, where she had been spending the summer, a gavel made from hickory taken from a tree at the foot of Stone Mountain, for the Association, was on motion of Mr. Stewart seconded by Mr. Cook, given a unanimous vote of thanks for her thoughtfulness.

No further business appearing the meeting adjourned.

ROY W. CLOUD
State Executive Secretary

A School of the Forest

WILLIAM R. TANNER AND F. M. FULTZ
Los Angeles

THE dormitory in the picture is in the Clear Creek Section of the Big Tujunga Basin, Angeles National Forest, thirty miles from Los Angeles in the Los Angeles City Watershed. The dormitory was made with school-boy help from materials obtained from torn-down school buildings in the city.

It is one of a series of buildings constructed, and under construction, to house school-boys



from the Los Angeles City School system, and to house their forestry and building tools and equipment.

In 1925 the 250-acre plot, donated to the city schools by the U. S. Forest Service, along with 7000 additional acres, was burned out. In November of that year a forestry division was organized to work thereon. Seeds were gathered and planting was done.

The following summer the nucleus of an altitude forest nursery and student camp was established. The dormitory pictured is but one of the structures erected. It has been in process of construction for more than a year and is still incomplete.

Through the Teacher's Eyes

GEORGIANA BROWNE
McKinley School, Santa Barbara

YOUNGSTERS are a queer lot.

A sweet lot.

A dear lot.

Interesting.

Alluring.

Baffling.

Endearing.

I am a teacher, and I know.

There's Mary

Rattle-brained and jumpy, but trying hard.

There's Von

Awkward, plodding, methodical.

There's Marlin

Steady, calm, trustworthy.

There's William

Artistic, sweet tempered, but he cannot spell.

There's George

Living a perpetual grouch, a fine lad underneath.

There's Frances

Pretty, sweet, neatness personified, but slow.

And Clifford

The Beau Brummel, who could do anything but hates to waste the time.

And others.

Little men and women.

So human.

So like you and me.

* * *

Walls of Brick

MRS. LILLIAN ELLIAS-DAVIS
English Teacher, Sacramento High School

O H, walls of brick, so heartless, arrogant,
Demanding Youth's confinement day by day,

How much expensive tribute must Youth pay

In shortened sleep, in bolted breakfast scant?

How much of sunshine forfeit in dismay,

In halls of learning, in gloom militant,

Midst paid slave-drivers, prodding, vigilant,

Whilst all out-doors is clad in bright array?

Nay, warm brick walls, you offer friendship sweet,

And contests, whence Youth, winning virtue's prize,

Develops self-respecting talents meet,

Engaged in useful, friendly enterprise;

Your storied walls hold many a glad heart-beat

Which mem'ry wakens, to immortalize.

Teachers in Twelve Cities

TWELVE large American cities are listed below, together with the total number of the public school staff, the name of the superintendent of schools, and the population according to the 1930 census.

Population 1930			
City	Staff	Superintendent	Census
Los Angeles	10,073	F. A. Bouelle	1,231,730
San Francisco	2,904	J. M. Gwinn	625,794
New York	29,591	Wm. J. O'Shea	6,958,792
Chicago	12,255	Wm. J. Bogan	3,373,753
Philadelphia	7,310	Edwin C. Broome	1,961,458
Detroit	6,153	Frank Cody	1,564,397
Cleveland	5,133	R. G. Jones	901,402
Milwaukee	2,124	M. C. Potter	568,962
St. Louis	2,803	John J. Maddox	822,032
Boston	3,820	J. E. Burke	783,451
Baltimore	2,368	David E. Weglein	801,741
Buffalo	2,865	E. C. Hartwell	572,913

* * *

E. E. Squire, Vice-Principal of the Lindsay High School, has made a study of the time phase of individual instruction in social science, in which he states that two years ago, courses in World History and United States History were organized, with lesson sheets and checking tests.

Pupils were encouraged to progress at their best rate but no machinery was set up to accelerate laggards. The most pronounced and indisputable advantages of this method are:

1. Ease and fairness in handling absences.
2. Growth of responsibility in conduct of pupils.
3. Acquiring of work habits.
4. Unprecedented use of reference books.
5. Learning to read with understanding.

* * *

Dr. Lincoln Wirt, widely known in California for his services in connection with the National Council for the Prevention of War, is now associated with the Latham Foundation of Oakland. He will have charge of a friendship project which calls for the placing in each of 7000 rural Mexican schools a Friendship Health Chest, which, it is intended, will do much to lift educational standards, aid in health and athletic activities, and in the dissemination of medical knowledge and relief.

* * *

The College Student Thinking It Through, by Jessica Charters; published by the **Abingdon Press**, 1930; \$1.50.

What are college students thinking: about themselves? about their relationship to their fellows? about their relationship to society? about religion? about morals? about . . . well, about anything and everything that students think about?

The writer is evidently a woman of wide and rich experience in dealing with youth. She gives the reader an insight into the minds of the adolescent and the post-adolescent, and suggests means of promoting mental hygiene. The book will be of considerable interest to all who are working in this field.

WELCOME HOME
TO TEACHERS

We sincerely hope that you have spent a most pleasant vacation, and now that you are once again engaged in the arduous duty



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F. H. MEYER, Director

**BROADWAY AT COLLEGE AVENUE
OAKLAND, CALIFORNIA**

Interest Grows in Standard School Broadcast

WORD is coming in from every section of the State that schools are being equipped with radios and increasing numbers of music classes and even whole schools are listening in regularly to the Standard School Broadcast. Santa Monica reports one or two classes in each of its 16 schools taking advantage of the broadcast. Fifteen elementary schools in the Pasadena schools using the broadcasts last year will continue to tune in this year. About 2000 children in the elementary schools of Bakersfield are regular listeners.

Similar reports from the San Francisco Bay region and north indicate the State-wide appreciation of school executives and music supervisors in this educational broadcast which is giving them an opportunity of evaluating radio in education.

Great interest was displayed by both students and teachers in the first broadcast of the season, when "An Elegy to an Unknown Soldier" by Paul Martin, Principal of the Longfellow School, Oakland, was played, and Mr. Martin told the school children of the Pacific Coast how he happened to compose this elegy.

The Standard School Broadcast is an excellent course in Music Appreciation which includes the history, theory, and characterization of music. It will continue to be on the air Thursday mornings, for elementary grades from 11 to 11:20 and advanced 11:25 to 11:45 a. m. over the following stations affiliated with the National Broadcasting Company.

KFI, Los Angeles	KGO, Oakland
KPO, San Francisco	KGW, Portland
KOMO, Seattle	KHO, Spokane
KFSD, San Diego	

As in former years, the morning lessons are a preparation for the Standard Symphony Hour. The San Francisco Symphony Orchestra and Philharmonic Orchestra of Los Angeles will provide the music.

The second annual convention of the **Western Association of Teachers of Speech** will be held in San Francisco, November 27, 28, and 29.

The President is **W. Arthur Cable** of the University of Arizona. California directors of publicity and membership are: Southern California Colleges and Universities; **Charles F. Lindsley**, Occidental College, Los Angeles. Southern California Secondary and Elementary Schools; **Meldrin F. Burrill**, Huntington Park High School, Huntington Park. Central and Northern California; **Mrs. Mabel F. Gifford**, 435 Powell Street, San Francisco.

George R. Momyer, principal of the San Bernardino High School, is becoming widely-known as a writer and lecturer on the picture-writing of the American Indian. His lectures are under the management of L. B. Crotty, 1305 Detwiler Building, Los Angeles.

Tinged with the romance of desert lands and age-old civilization, Mr. Momyer's intensely interesting illustrated commentary on the pictographs of the Indians of the Southwest bring a seldom-known phase of Indian lore.

California Elementary Principals Year-Book

THE Year-Book for 1930, of which Oscar Enfield of Los Angeles is the able editor, will be the third issued by the Principals Association.

The new book promises to exceed in interest and helpfulness the book of 1929, which received so much praise. It is to be on Progressive Education, and is to be most comprehensive. The editors have been fortunate in securing articles from those, who from their experience and training, are qualified to speak with authority of the newer education, what it is, and what it hopes to do.

This Year-Book is issued free to all members of the California Elementary Principals Association. Every "progressive" Principal should be affiliated with this Association, through his own section.

* * *

Jennie V. Freeman (head of the department of English, Glendale High School, California) is one of the co-authors of "An Introduction to Shakespeare", recently published by Ginn and Company. The other authors are Professors Black and Black of Boston University.

The little volume of 265 pages, illustrated, and bound in full leather, gives dramatic analyses of 15 plays, with study helps and much background material. 80 cents.

* * *

The News Review is a new school weekly published by the Macmillan Company who have arranged with the New York Times to contribute to this paper its unsurpassed news and pictorial facilities and to print and mail it. Each issue of The News Review contains eight half-newspaper-size pages of large, clear type, and beautiful, up-to-the-minute rotogravure illustrations. It will contain no advertising.

With each news item it gives simple, interesting, authentic information regarding the facts of history, geography, science, and literature that serve to explain it. This new feature makes it not only a newspaper but the equivalent of a serialized textbook in social science.

* * *

Albert and Charles Boul, publishers, 66 Fifth Avenue, New York City, issue a notable series of paper-covered classics, "**Boulbooks**", at 50 cents. A recent title, for example, is Maxim Gorky "My University Days."

* * *

Circles and Squares, Book One, by Margaret and Mitchell, of Newark, New Jersey, is published by the **World Book Company**, and gives basic exercises in freehand drawing. It is a large, 78 page, paper bound volume, with many illustrations and practical helps.

* * *

Representative Essays, English and American, edited by John Robert Moore; published by **Ginn and Company**; 1930, cloth bound, \$1.36.

A collection of English and American essays, classified as to types. The materials of the volume are assembled and treated in a scholarly manner. The book will be useful in a survey course in English literature, where it may be used either in connection with a study of the essay, or in a study of literary types.

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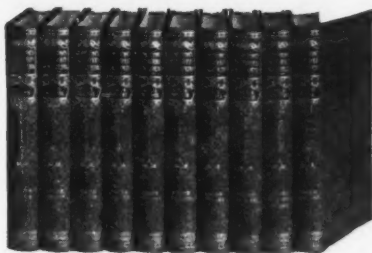
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The Evolution of Lighting

A School Assembly Project

DR. IRVIN C. HATCH, *Principal,*
Horace Mann Junior High School, San Francisco

THE assemblies of the Horace Mann Junior High School have been developed upon a plan which, so far as I am aware, is unique. The limitations of the auditorium, which will not contain even one-third of the school, have made it necessary to divide the assemblies by grades. Thus, there are six assemblies in each week.

Notwithstanding the disadvantage that this may cause in getting together the entire school, we have found a distinct advantage in having together the pupils of one grade. The problems and projects are thus better adapted to the advancement and intelligence of the audience.

In order to give a satisfactory allotment of subjects, a teacher is assigned as Director of Assemblies and lays out a general plan in advance for the program of the term. Each department is assigned a week and all of the programs by the different classes are given in the subject assigned for that week. Thus, there will be Music Week, English Week and General Science Week.

Each grade then will present and perform dramas, demonstrations or programs pertaining to the subject assigned for that week. For the Science Week, the **Evolution of Lighting** was taken as the project and each of the six grades presented a program illustrating that subject. An exhibit prepared by the P. G. & E. Co. was loaned to the school and set up on the auditorium stage.

This gave examples of the lamps of all ages, from a crude pottery lamp dating from 600 B. C., to the latest form of electric light. Included in this were lamps using olive and nut oils as in Bible times, bronze lamps of the year 1000, Venetian stand lamps of the 14th century, an early German oil lamp of 1500 and a Dutch grease lamp of 1750.

The pupils made tallow dipped candles, also tallow candles cast in a mold, and a reed candle such as was used in Shakespeare's time and earlier. They illustrated how the reed candle could be bent double, so that they could "burn the candle at both ends".

As they could not find a candle-mold such as was used a century ago, they used a short piece of gas-pipe with very good results. They also formed a crude arc light which gave a very brilliant light. As these exhibits were shown in

the different classes, a lecturer from each class described the exhibits and explained how the lighting apparatus was brought into being.

As the latest form of lighting effects, the neon light was produced, a working model of a tube containing neon gas, modified by the different colors of glass and of content so as to give red, blue, and green light, was set up and explained by the class lecturer. This neon light, with the necessary transformer, was loaned by a manufacturer of neon lights in this city.

It will be seen that a great deal of scientific information was acquired by the lecturers and their audience and that the demonstration was such as to hold the attention of the audience throughout the hour. The lectures for the older groups gave more of technical and historical detail than those for the younger pupils.

This plan is applicable to other subjects, of course, and is made use of in the weeks devoted to music, social science, and English. The physical education week brought forth a number of athletic exhibitions, and the music week included orchestra and glee club productions from the various classes as their turn came.

* * *

California Elementary Principals Association

THE Bay Section held its annual fall meeting on September 20, at Oakland. James Bryan, president of the Bay Section, planned a very interesting meeting.

There were no Saturday morning sleepyheads, for the principals reported at 9 o'clock at the Jefferson School. Here a classroom demonstration of activity work in the primary grades had been arranged by the Primary Education Committee of the Oakland Principals Conference.

So many thanks are due Dora Loges and her teachers for an hour so well spent. Each room had something special to offer to the visitors, but the spirit of it all was in the joy of thoughtful, co-operative activity.

The visit to Jefferson School was followed by an exhibition of creative art work, at the Administration Building, with a discussion most ably led by Frances Eby, Art Supervisor.

The next move was to the Oakland Hotel, where a delightful luncheon was served. Following this was the introduction of Mr. McChesney of Sacramento, the new State President. Miss Von Hatten, state chairman of the legislative committee, gave a fine report on legislative matters, followed by a report on the Fresno delegate meeting by Lucy Cotrel, and a word on the 1930 Year-Book by Sarah Young.

Dr. Hockett led in a discussion of the work witnessed in the morning. The discussion was general, lively, and thoughtful, bringing out most definitely the aims and objectives of an activity program.—Lucy Cotrel, Delegate to State Council, San Francisco.

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In what two ways are numbers written today? pp. 341-B, 6168-B.

Why is Arithmetic a "socializing force"? p. 385-B.

In what ways does it advance civic morality? p. 385-A.

What famous mathematician said "Eureka" and what does it mean? p. 358-C.

How do you find the Center of Gravity? p. 2917-D.

Why is Arithmetic essential to the chemist? p. 384-B.

The farmer? p. 41-A.

The clerk? p. 384-C.

What relation does the science of Mathematics bear to Aviation? pp. 112 to 150.

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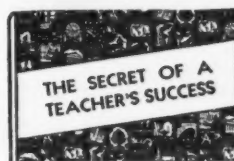
It is alphabetically arranged so that all subjects are as easy to find as in a dictionary. Facts are fully presented, in clear, simple, non-technical style. No tiresome hours need be spent poring over obscure pages of technical reference works; no digging through a maze of library volumes. Here is everything you need in quick, easy reach, for instant reference.



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Miss Florence Hale, vice-president of the National Education Association, has written for teachers a booklet of practical lesson plans—"Modern Teachers With Child Life Projects". Miss Hale has drawn upon her own observation and experiences as director of elementary education, State of Maine; editor, *The Grade Teacher*; and chairman of N. E. A. sub-committee on the health of the rural child.

The booklet shows teachers how to use magazines such as *Child Life*, by demonstrating what other teachers have actually done with *Child Life* in the classroom. These include art projects, auditorium programs, civics, dramatization, language lessons, manual-training, nature-study, plays, posters, reading, school clubs, and story telling.

It is published by Rand McNally and Company, 536 South Park Street, Chicago.

* * *

David

GRACIA BRYAN BOLFING, *Oakland*

DAVID is a Portuguese
Or something or other
I care not what.
But he has dark lustrous eyes;
And the sweetest smile.
I do not mind
That he is slow in arithmetic;
And a monkey for mischief.
It gives me a chance
To cup his chin in my palm
And lecture him.
Does the rascal know
That I couldn't be severe with
him
If I tried?
Undoubtedly.
But does he sense
That I am fearful
Of what the world may do
To that dear sunny face?
And those dancing dark eyes?
And that smile?
Perhaps.



Among the Child's schools, very important
is the School of the Open Air.

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Home Play and the School

R. W. ROBERTSON, *Superintendent*

Recreation Department, City of Oakland

Editor's Note—Other California recreation departments are invited to send us their publications and notes concerning their activities.

PRINCIPALS and teachers may be interested in an illustrated folder just published by the Oakland Recreation Department entitled, "Home Recreation". Very simple types of home recreation activities and equipment are described, although they are not limited to small children only. The real purpose of the folder is to act as a guide to wholesome activities in which every member of the family can participate.

Detailed diagrams of apparatus that may be constructed at a nominal cost and with a minimum amount of labor are shown. Another diagram is a plan of the whole back-yard indicating out-door facilities which may be installed. Instructions regarding the installation and care of the apparatus are also given. Indoor activities are listed in addition to a detailed list of books for reference use in handicraft work.

The close relationship established between the school and the home has helped parents to plan activities which may be carried on in the fresh air and sunshine, yet keeping youngsters safe from the traffic of the streets. And where there is no supervised play area on the school grounds or within walking distance from the home for after-school activities parents begin to realize the possibilities of the back-yard as a family playground.

Copies will be mailed upon request.

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freshing drink... It adds an un-
usually delicious tang to any
flavor fruit syrup. *You'll enjoy it.*

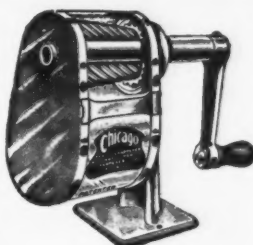
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Enrollment in Colleges Shows Gain

VIERLING KERSEY, superintendent of public instruction, states that enrollment in each of the state teachers colleges this year shows an increase over last year.

Attendance for 1929 and 1930 at the different colleges follow: Chico, last year 500, this year 520; Fresno, 1391 and 1427; Humboldt, 272 and 284; San Diego, 1028 and 1153; San Francisco, 753 and 998; Santa Barbara, 555 and 667. The San Jose College was not opened when Kersey's report was prepared.

* * *

California Recreation Meetings

Southern California District:

Glendale—Saturday, October 25. O. J. Renfrew, Superintendent Parks and Recreation, Glendale, Chairman Local Committee.

Northern California District:

Alameda—Saturday, November 1. E. J. Probst, Superintendent of Recreation, Alameda, Chairman Local Committee.

Attendance at the conference is made up of the increasing number of lay and professional recreation workers in our Western cities. This year's meetings will give opportunity for informal discussion of local problems and reports of the National Recreation Congress to be held at Atlantic City October 6-11.—George W. Braden, Western Representative, National Recreation Association.

* * *

Mrs. Alta S. Ohrt, county superintendent of schools, is proud of the record established by Tehama County school teachers during the past summer in attending summer sessions in the various summer schools operated in California. Thirty-four of the county's teachers took advantage of the opportunity to take additional work during the summer in order to prepare themselves for greater efficiency in their work.

Three teachers, from Red Bluff High School, Virginia Pearson, Florence Bosshardt, and Virginia Norvell, made a tour of Europe last year.

* * *

Jinglebob, by Philip Ashton Rollins, is a thrilling Western Story for young people, with many color plates from paintings by Wyeth, and is published by Charles Scribners Sons; \$2.50.

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Racing Yachts done in cork models—a book for boys and girls who love to make things—by Peter Adams, illustrated by Madelaine Kroll and published by **E. P. Dutton & Co.**, New York. 136 pages; \$1.25.

Golden Feather by Capuana (translated by Dorothy Emmerich, pictures by Margaret Freeman) is a volume of sprightly and humorous Italian fairy tales, published by **Dutton**.

Adventures in American Literature by Schweikert, Inglis, and Gehlmann, is particularly noteworthy new volume published by **Harcourt, Brace and Company**, 383 Madison Avenue, New York City.

It is Book XI of the "Adventures in Literature Series". The other books in the series are:
Book VII.....Editor Dr. J. M. Ross
Book VIII.....Dr. J. M. Ross
Book IX.....Dr. Ross and H. C. Schweikert
Book X.....H. C. Schweikert

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Superintendent Charles C. Hughes, who is in charge of the schools of our capital city of Sacramento, has returned from a 4000-mile trip through California, Oregon, Washington, and Canada, in time to get his plans ready for the beginning of the new school year.

Mr. Hughes is planning the Sacramento city Institute for Monday, Tuesday, and Wednesday of Thanksgiving week. Superintendents Robert E. Golway of Sacramento County, E. J. Fitzgerald of El Dorado County, Sabra Greenhalgh of Amador County and Minnie E. Gray of Sutter County, have joined with Sacramento city in the preparations for a joint institute.

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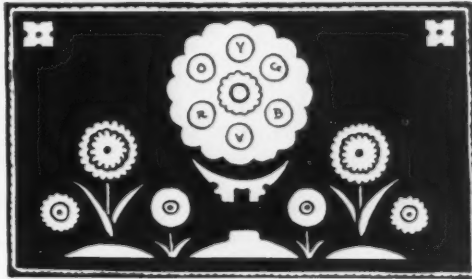
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California Property Tax

(Continued from Page 20)

port the aggregate load would not alter the case in the least.

The tax problem in California is analogous to that of the construction engineer. We have need of some expert economic engineering by our California legislature in the form of new tax laws, for the strain upon common property under the present system is already at the breaking point.

State Tenure Committee

(Continued from Page 8)

that his services will not be required for the ensuing year.

It is therefore recommended that Section 5.681 be changed to read, "On or before the fifteenth day of May in any year, the governing board may give notice in writing to a probationary employee that his services will not be required for the ensuing year."

Editorial Note: Any teacher who has criticisms or suggestions should send them to Mr. Ralph W. Everett, 2740 Portola Way, Sacramento.

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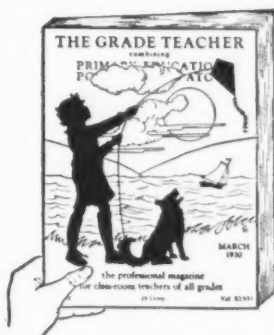
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